UNIVERSITY OF ALBERTA

A FOLLOW-UP STUDY OF THE 1967 AND 1968 GRADUATES OF THE

EDMONTON PUBLIC SCHOOL PRE-EMPLOYMENT PROGRAM

BY

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1969

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to

the Faculty of Graduate Studies for acceptance, a thesis entitled,

"A Follow-up Study of the 1967 and 1968 Graduates of the Edmonton

Public School Pre-Employment Program" submitted by Benjamin Josef

Mack in partial fulfilment of the requirements for the degree of

Master of Education.

ABSTRACT

School systems are continually striving to improve their educational offerings. A concept which is receiving considerable attention at the present time in educational journals and from educators is that schools should provide programs to meet individual differences. To partly fulfill this need, the Edmonton Public School Board initiated the Pre-Employment Program. This program was designed to give students who were not successful in other programs an opportunity to continue their education and possibly develop some saleable skill which would increase their chances for employment.

The main purpose of the present study was to determine the status of some of the recent graduates from the Pre-Employment Program. The investigation was accomplished by means of a questionnaire which was sent to all 1967 and 1968 pre-employment graduates except a random sample of twenty-five to whom it was administered during a personal interview. The instrument was patterned after the Vocational-Technical Follow-up Questionnaire, 1969, which was obtained from the Edmonton Public School Board.

The main data obtained dealt with personal data and with the graduates' pre-employment major, the nature of their first job, the difficulty in obtaining the first job, the number of jobs held, the length of time on jobs, the unemployment time, and other training.

The data were collected by means of the questionnaire followed by three types of follow-up. These were by a follow-up reminder letter, by using the telephone, and by asking graduates who were already

contacted for current addresses of those who had not been contacted.

The data for the entire sample were recorded in tables and analyzed by

number and percentage distribution according to year of graduation and

sex.   In addition findings of the random sample, other than the data

obtained by means of the questionnaire, were reported in a separate section.

It was found that most of the graduates were able to obtain jobs

rather quickly after graduation which may have been due largely to the

efforts exerted by the school counsellors of which some students were

not aware.   The majority of jobs, however, were not related to the grad-

uates vocational major.   It was also found that about 60 per cent of

the graduates have been employed continuously since graduation.   The

data further indicated that about two-thirds of the graduates received

on-the-job training and that about 30 per cent obtained further training

after graduating from the Pre-Employment Program.

The information obtained from the interview sample was not sub-

stantially different.   However, it did shed light on some aspects regard-

ing the students and the program.   It was found that many students had

part-time employment while attending school which became their full-time

employment after graduation.   Several students also pointed to the fact

that the school counsellor was instrumental in placing them in a job.

Comments were mixed regarding the value of the program to the students.

In general, most students were rather satisfied with the Pre-Employment

Program and their experiences in it.

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INTRODUCTION AND PROBLEM

I. INTRODUCTION

School boards are continually reassessing their educational
program to insure that all students have the opportunity to develop
to their fullest potential. This is in accord with the democratic
ideal that, ". . . people in a democracy believe it is every individ-
ual's right to reach the limits of his capabilities."[1] To fulfill
this ideal, efforts are made to extend the years of formal education
to all students. This is done in two ways. The first is by increas-
ing the number of years that children attend school. Thus attempts
are made to start the formal education of children at an earlier age
and keep them in school longer than the present common practice. The
second is by developing programs and offering courses that will serve
students of all abilities and not just the academically able.

The particular focus of this study was that group of stu-
dents who have been unable, for various reasons, to cope with the
regular programs. For many students the inability to achieve some
measure of success in school has contributed to the reasons for drop-
ping out of school. Students in this category have been of great
concern to educators, employers, and to society in general. School

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[1]R. C. Wenrich, "Vocational Education," Encyclopedia of Educa-
tional Research, C. W. Harris (ed.), (New York: The Macmillan Co., 1960),
p. 1556.

boards are faced with the challenge of providing programs that will keep

most students in school as long as possible, since the consequences of

leaving school early are becoming more serious from year to year.

Thompson reported in 1963 that the unskilled jobs that were once

filled by dropouts are rapidly disappearing and consequently twenty-five

per cent of those sixteen to twenty-one years of age who had quit school

before graduation were unemployed.[2] Generally, "Our unemployment sta-

tistics over the last ten years have shown conclusively that the less

schooling an individual has had, the more likely he is to be found in

the ranks of the unemployed."[3] Schreiber feels that, "The school drop-

out, given the irrevocable direction our society is taking, increasingly

has no future."[4]

Confronted by the fact that a number of students are not being

adequately served by the regular programs, the Edmonton Public School

Board introduced the Pre-Employment Program in 1960. It was designed

to serve particularly those students who are not academically inclined.

Therefore, in order to achieve some measure of success, they must con-

centrate their energies ". . . to develop saleable skills on the basis

of which they may enter the world of work in the rapidly expanding field

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[2]M. L. Thompson and R. H. Nelson, "Twelve Approaches to Remedy
the Dropout Problem," _Clearing House_, 38:200, December, 1963.

[3]Jasper Place Composite High School, Pre-Employment Registration
Booklet, 1964-65.

[4]Dan Schreiber, "The Dropout and the Delinquent: Promising Prac-
tices Gleaned From a Year of Study," _Phi Delta Kappan_, 44:217,
February, 1963.

of service occupations, and the vocational areas."[5]

II. THE PROBLEM

Background

In 1960 the Edmonton Public School Board expanded its educational services in the form of pre-employment classes. These classes have an occupational rather than an academic orientation and are designed for students who are not academically inclined and as such would very likely drop out of school at the compulsory school leaving age.

In its introductory year the program was a one-year terminal program which was devoted to the improvement of the students' educational background. In 1961 the program was extended to two years. Both years were devoted to general educational improvement but in the second year great emphasis was given to vocational familiarization. In 1964 the Pre-Employment Program was extended to three years. The emphasis of the first two years remained the same and the third year students were given the opportunity to concentrate on a vocational area of their choice.

During the first four years of the program's existence, classes were distributed throughout five city junior high schools. In September, 1964, McKay Avenue Laboratory School was opened to accommodate the second-and third-year students. This school served the Pre-Employment Program until September, 1968, at which time the W. P. Wagner Vocational High School was opened.

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[5] R. H. Cunningham, Vocational Education Follow-up 1967, Alberta Department of Education, Edmonton, Alberta, 1967, p. 9.

Statement of the Problem

Since the inception of the Pre-Employment Program various groups and individuals have raised questions regarding the value and success of the program. One method of gaining an insight into the relative success of the program is to look at the students graduating from it. A follow-up study of the graduates is one means of accomplishing this task. Thus the general purpose of the study can be stated in the following manner: What is the status of a sample of graduates of Edmonton's Pre-Employment Program?

Research Questions

To gain further insight into the problem a number of questions were raised:

1. What proportion of the graduates had first occupations that were related to their pre-employment training?

2. What proportion of subsequent positions were related to the pre-employment training?

3. How many jobs have been held by graduates since they graduated from the Pre-Employment Program?

4. What was the average length of time on jobs held by graduates?

5. What proportion of graduates took any type of post pre-employment training or receive any kind of on-the-job training?

6. What proportion of graduates found that the pre-employment training was helpful in obtaining a job?

7. What proportion of the graduates felt they would have remained in school if there had been no Pre-Employment Program?

Need for the Study

Academic subjects and elective courses in general education have a long history of acceptance. These are presumed to provide a good general education for all students. They have a tradition behind them. Right or wrong they are generally accepted as being desirable. No follow-up of students is considered necessary to decide whether particular courses have assisted students to fit into society.[6]

In contrast, the Pre-Employment Program which was developed to provide educational opportunities for students who have not been success- ful in the regular school programs, has goals which are more specific than those for the general programs. As such, follow-up studies of the cli- entele along with other studies such as Hudson's,[7] provide invaluable information as to the effectiveness of the program. In addition, the findings have implications for prospective employers, the school board, teachers, and students.

A study of this nature seems particularly appropriate at this time for several reasons. First, no follow-up study has been conducted of the pre-employment graduates up to this point. Second, 1968 was the last year that students graduated from McKay Avenue Laboratory School. As of September, 1968, the Pre-Employment Program was transferred to its new, specially designed facility, the W. P. Wagner Vocational High School. In addition, this study complements a larger study undertaken by the Ed- monton Public School Board that is concerned with the follow-up of stud- ents from all vocational programs.

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[6]Ibid., p. 27.

[7]R. E. Hudson, "Student, Parent, and Teacher Attitudes Toward the Pre-Employment Classes in the Edmonton Public School System, 1964-65," Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1966.

Delimitations and Limitations

This study was confined to June graduates of the Pre-Employment Program for the years 1967 and 1968.

The following limitations of the study were recognized:

1. There is some parental and student resistance to giving information that is essential for a follow-up study.

2. It will be impossible for the researcher to locate some graduates of the program.

3. Some information that is desirable for a thorough follow-up will be incomplete.

Assumptions

The following assumptions were made:

1. That a follow-up study of graduates of a new program is an essential part in determining the degree of success of the program.

2. That responses will be sufficiently accurate to be of value to the school system and the researcher.

3. That a sufficient number of responses will be received so that valid conclusions can be made.

Definition of Terms

1. Pre-Employment Program: This is a vocationally-oriented program offered by the Edmonton Public School System for students who, for various reasons, are unable to cope with the regular school program.

2. Pre-employment graduate: A student who has completed the three years of the Pre-Employment Program.

3. Occupation: The activity in which the graduates have been engaged since graduating from the Pre-Employment Program.

4. Status: The occupational state of affairs of the graduates since graduating from the Pre-Employment Program.

CHAPTER II

PHILOSOPHICAL BASE AND RELATED LITERATURE

I. PHILOSOPHICAL BASE

The meaning and value of work has not always been with man as it exists today. Throughout time various societies have attached different meanings to the concept of work. This point can be clarified by a brief outline of how the meaning of work has changed throughout a great proportion of history.

Wilensky writes that:

To the ancient Greeks, whose economy was slave based, work was a curse. . . . In general, the Greeks, like the Romans to follow, saw work painful humiliating necessity. Similarly the early Hebrews conceived of work as dismal drudgery, but they added the notion that man was obliged to suffer as punishment for original sin, ...[1]

The meaning of work changed somewhat in early Christianity. Then it was, ". . . admitted that work might be a means to charity, and possibly to the health of body and soul."[2]

Moving along a few centuries, Wilensky expresses the views of St. Thomas Aquinas by stating that, "Work is a natural right and duty, the sole legitimate base of society, the foundation of property and profit, of guilds and corporations, but it is always a means to a higher end."[3]

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[1]H. L. Wilensky, "Varieties of Work Experience," Man in a World at Work, Henry Borow (ed.), (Boston: Houghton Mifflin Co., 1964), p. 126.

[2]Ibid., p. 127.

[3]Ibid.

This general idea of work existed until the Reformation, ". . . when work began to be defined explicitly as a duty for all -- the only way or a major way of serving God. Idleness and contemplative life alike were now seen as unnatural."[4]

As this shift on the outlook of work and man took place, the groundwork of science and technology was developing. This contributed to the doctrine of work, which was based on economic growth, to find refuge in theology. Thus the "Protestant Work Ethic" emerged which later became a secular religion of work.

Wilensky expresses Weber's view of the "Protestant Ethic" in the following manner:

> [It] was an injunction to ceaseless effort to make the earth the
> mirror of divine majesty. And if the effort required a change of
> occupation of class, or brought one riches, that was all right, too;
> it was everyone's duty to seek that work which would bring him and
> to society the greatest return.[5]

The increase in technology and automation over the last few decades has had a great impact on the working hours and number and kinds of jobs. This impact influenced several areas. Many jobs have been eliminated and others have become more complex so that not only are there fewer jobs open for competition but also workers seeking certain positions must have acquired special training. A further influence has been that the working hours of the average worker have been reduced so that he has more leisure time. This increase in leisure time has created

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[4]Ibid.

[5]Ibid., p. 128.

talk about a leisure-oriented society. However, there is evidence to suggest that society in general still adheres to the work ethic. Wilensky writes that, ". . . modern philosophies of work both reflect and reinforce a highly developed propensity for the activity itself; . . . ."[6] He also says, "Top leaders in political and economic life, in the military establishment, education, aesthetics, and entertainment show a marked preference for income over leisure."[7]

Since, it seems, that our society, in the main, still promotes the work ethic, it is society's responsibility to insure that each person is given the opportunity to develop some skill according to his ability, potential, and interests. Thus, we find statements such as the following as the basis for carrying out society's responsibility. "We the peoples of the United Nations determined . . . to reaffirm faith in fundamental human right, in the dignity and worth of the human person, . . ."[8] This declaration, found in the Charter of the United Nations, has implicit in it the declaration that all men are created equal. Another example found in the Universal Declaration of Human Rights reads, "Everyone has the right to education."[9]

The logical means by which society can carry out its task to a large extent is to provide equal educational opportunities for all.

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[6]Ibid., p. 130.   [7]Ibid.

[8]The Documents Issued by the United Nations, The Nations Have Declared, Part III (Toronto: The Canadian Institute of International Affairs, 1945), p. 7.

[9]United Nations Office of Public Information, The Universal Declaration of Human Rights: A Standard Achievement, Special 15th Anniversary Edition (New York: United Nations, 1963), p. 11.

And, indeed, if it does not, Porter argues that, "A society which re-

fuses to remove the barriers to educational opportunity is falling short

of the democratic ideal."[10]

Equal, however, as used in 'equal opportunity' does not mean the

same kind of education, but rather the type of opportunity that will

allow each individual to develop to his highest potential.

Bloom offers the following explanation:

What is needed to solve our current as well as future crises in
education is a system of compensatory education which can prevent
or overcome earlier deficiencies in the development of each individ-
ual. Essentially, what this involves is the writing and filling of
educational prescriptions for groups of children which will enable
them to realize their fullest development.[11]

While the programs for the average middle-class students do not

pose major difficulties, there is some confusion as to the type of pro-

grams required for the students who do not fit into the mainstream. The

problem of providing the necessary programs is not a new one with which

contemporary educators are confronted. In 1925 Washburn wrote:

It has become palpably absurd to expect to achieve uniform re-
sults from uniform assignments made to a class of widely differing
individuals. Throughout the educational world there has therefore
awakened a desire to find someway of adapting schools to the differ-
ing individuals who attend them.[12]

Another problem which arises in attempting to provide appropriate

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[11]Benjamin S. Bloom, Allison Davis, and Robert Hess, Compensatory
Education For Cultural Deprivation (New York: Holt, Rinehart and Winston,
Inc., 1965), p. 6.

[12]Guy M. Whipple (ed.), Adapting the Schools to Individual Differ-
ences , The Twenty-fourth Yearbook of the National Society for the Study
of Education, Part II, (Bloomington, Illinois: The Public School Publish-
ing Company, 1929), p. x.

kinds of educational programs to meet individual differences is termi-
nology. The students who do not benefit from the regular program have
been labeled and grouped into various categories. The most common and
most frequently used names are: slow learners, culturally disadvan-
taged, culturally deprived, remedial problems, and mentally handicapped.
All of these terms which are very closely related and often used inter-
changeably are associated with what is considered a somewhat derogatory
term, "the dropout".

Many persons use different definitions for the same term but the
need for diversified programs seems to be universal. Havighurst expres-
ses it this way:

> The socially disadvantaged . . . group is difficult to define
> exactly, but it consists of perhaps 15 per cent of all youth. These
> youth could substantially increase their educational achievement
> if they had educational programs adapted to their particular expe-
> riences and needs in family and community situations.[13]

Society in general and school trustees in particular are seeing
ever more clearly, especially with regard to the potential dropout,
that a greater investment now constitutes a saving to the public in the
long run.

From an economist's point of view, Benson sees human talent as
a natural resource which must be searched for and discovered. He feels
that the process of discovering should be one of education's most im-
portant tasks. He warns, however, that unlike physical resources, human

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[13]D. E. Griffiths, Behavioral Science and Educational Adminis-
tration, The Sixty-third Yearbook of the National Society for the Study
of Education, Part II (Chicago, Illinois: The University of Chicago
Press, 1964), p. 20.

talent when underdeveloped or undiscovered imposes heavy maintenance

costs on society. Benson suggests:

> . . . the uneducated person is likely to impose net costs on the
> country, either for his living expenses (through welfare programs)
> or for the protection of other people from his antisocial acts.[14]

Characteristics of the Slow Learner

As suggested, the slow learners come from cultural and economic

conditions which are meager and where the psycho-social environment plac-

es little emphasis on academic learning. As a result they derive lit-

tle value from programs designed for average or superior children.

As the slow learners progress through childhood and on to adult-

hood, they concentrate more on immediate rather than long-range goals.

Underlying their inability to project into the future is the character-

istic of passivity. They may feel there are so many counts against them

that there is no use trying and thus they tend to establish a pattern

of failure.

Very often the slow learner is labeled "dull" because of misin-

terpretation of aptitude or intelligence tests. Low scores on these

tests are interpreted to mean low intellectual ability although in many

nonacademic areas the student may exhibit average or above average in-

tellectual potential. Porter provides some evidence for this misinter-

pretation when he argues that, "There is evidence also that intelligence,

as measured by the standard type of intelligence tests is closely asso-

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[14]Charles S. Benson, The School and the Economic System (Chicago:
Science Research Associates, Inc., 1966), p. 60.

ciated with social class position, size of family, and size of community."[15]

Because of the mentioned characteristics there exist several obstacles to employment for the slow learners. They may perform far below their potential due to limited educational background. They are unaware of the various employment opportunities for which they could strive. Their low self-esteem prevents them from seeing themselves as being able to acquire jobs which they are in fact capable of performing. They may have difficulty in getting along with co-workers and employers because of their particular type of cultural and social development.

In conclusion, the foregoing discussion hints at the fact that the characteristics which a person exhibits may have been largely the result of his psycho-social environment. An individual's characteristics, in turn, as well as his social system, values, and beliefs bear upon the manner in which he perceives various factors, situations, and events. In this regard the slow learner is no different than the next person. His perceptions, as well, are based to a large extent on his experiences in the environment in which he finds himself. Consequently, the question of an individual's perception would seem of prime importance in his attitude toward school and the effort he exerts in school.

Factors Affecting Perception

Enns[16] writes that studies summarized by Bruner indicate that perceptual distortion and inaccuracy are largely related to the indi-

15 Porter, op. cit., p. 68.

16 F. Enns, "Perception in the Study of Administration," The Canadian Administrator, 5:23, March, 1966.

vidual's background, interests, values, and attitudes. Ittleson and
Cantril reiterate this idea in that they claim that an individual ob-
serves and acts from his own personal behavioral center. In such an
approach, perceiving is seen as always being done by a person from his
unique position in space, time and with his own values, needs and ex-
periences.[17] Furthermore, Cantril suggests that perceptions depend in
a large part on the assumptions that are brought to a particular occa-
sion.[18] Enns illuminates this thought when he says that, "Perceptions
are not simple, accurate reproductions of objective reality. Rather,
they are usually distorted, colored, incomplete, and highly subjective
versions of reality."[19]

Some of the many factors which affect perception are: (1) Charac-
teristics of the perceiver, (2) situational influences, and (3) stereo-
typing.

Characteristics of the Perceiver. As Cantril has suggested, a
person's perception is dependent largely on the assumptions that are
brought to a particular occasion. In other words, the way a person per-
ceives things is highly influenced by the characteristics he developed
in his particular environment. Brown points out, that man in order to
make sense out of his environment develops unique characteristics of

[17] W. H. Ittleson, and H. Cantril, Perception--A Transactional
Approach (New York: Doubleday and Co., Inc., 1954), p. 5.

[18] Enns, op. cit., p. 24.

[19] Ibid., p. 23.

his own. He constructs his own individual ways of observing his social world so that it has meaning for him. That is, he constructs his own perceptual system.[20]

Situational Influences. Enns[21] relates that perceptions are affected by the group context or situation in which it takes place. Thus, people who know each other well tend to perceive each other in a favorable manner. Furthermore, the position one occupies within a structure affects one's perception. Therefore, a teacher and student or two different students because of their unique positions, can be exposed to the same school program and perceive it in entirely different ways. However, Costello and Zalkind maintain that:

. . . to the extent that two persons' positions overlap, including not only their orientation in time and space but also their interests and purposes, they will tend to have common perceptions and common experiences.[22]

Stereotyping. Stereotyping is a process by which a perceiver lumps individuals into gross categories to which are ascribed certain general characteristics. This causes perceptual distortion as the characteristics of the category are applied indiscriminately to persons without regard for the appropriateness of the characteristics.[23] Or,

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[20]A. F. Brown, "How Administrators View Teachers," Canadian Education and Research Digest, 6:36, March, 1966.

[21]Enns, op. cit., p. 25.

[22]T. W. Costello, and S. S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N. J.: Prentice Hall Inc., 1963), p. 4.

[23]Enns, op. cit., p. 24.

as Cantril states, "Stereotypes have developed about many types of groups

and they help to prejudice our perceptions of their members -- variety

of qualities are assigned to people principally because of such member-

ship."[24]

Stereotyping does not only apply to individuals, it can also in-

volve schools, programs, and courses. Students may apply indiscriminate-

ly certain characteristics to a course or a school without regard as to

whether or not the characteristics are appropriate.

Conclusion. This section dealt with factors which affect an in-

dividual's perception. The importance of understanding perception is

particularly relevant when discussing the segment of the school popula-

tion under consideration in this study, namely the non-academic students.

Their perceptions of school and everything associated with it will be

affected by many factors of which only three were briefly discussed.

The Program

Porter argues that, "With the complex division of labour of

modern industrial society, education has come to be one of the most

important social functions."[25] If one agrees then the question of the

type of programs offered becomes of prime importance. On this aspect

Porter suggests that:

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[24]Hadley Cantril, "Perception and Interpersonal Relations," Psy-
chology in Administration: A Research Orientation, T. W. Costello and
S. S. Zalkind (eds.), (Englewood Cliffs, N. J.: Prentice Hall Inc.,
1963), p. 25.

[25]Porter, op. cit., p. 60.

The content of education is affected by emphasis in industrial
societies on the marketability of skills. In terms of its social
function, education should be thus affected, because an educational
system fails when it does not train people in sufficient quality
and quantity for occupational roles.[26]

It appears that the main feature in the type of program that

those students who are not suited for academic work have a right to ex-

pect and from which they can profit is the kind that will provide them

with a skill that is saleable in our society. Only with such a skill

can they become participating, self-respecting, self-supporting citi-

zens of their community.

The focus of the program must be centered upon development of
individuals rather than upon courses. Occupational orientation,
training in general vocational skills, and continuing education
are parts of this developmental process . . . .[27]

The vocational emphasis of the program is in concert with the

original development of vocational education. Barlow asserts, "Voca-

tional Education was created by society for its own benefit. Its de-

sign is socio-economic; its major concern is the well-being of people,

with a focus on their occupational life."[28] The foregoing statement

implies that vocational education is not only for one specific group

of people but for everyone who can benefit by it. The following claim

by Keller makes this point somewhat clearer:

Vocational education is not a wassail bowl from which each member

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[26]Ibid.

[27]The Pre-Employment Program, 1966-1967, Edmonton Public School
Board, p. 1. (Mimeographed.)

[28]M. L. Barlow, "Foundations of Vocational Education," American
Vocational Journal, 42:19, March, 1967.

of the multitudes ladles out his fill. Nor is vocational education
a therapy for a sick mind. Nor is it a training in gymnastics. Vo-
cational education is learning how to work -- for all those who can
work and who need to be taught to work. And be it remembered, work
is directed activity with a purpose. In this sense, it is for the
masses and for the classes. In this sense it is for everybody, but
for each body to the extent, in the place, under the auspices, and
during the time that he can benefit from it.[29]

In conclusion, if we subscribe to the proposition that all per-
sons should be employed and have an opportunity to earn a living com-
mensurate with their productivity, then we need pre-employment vocation-
al education so that persons have an opportunity to select an occupa-
tion, prepare for it, and enter and advance in it.

II. RELATED LITERATURE

Introduction

A survey of the literature seems to indicate that discussions
on dropouts invariably involve discussions about the culturally deprived,
the slow learner, the vocational student, and the non-academic student.
Therefore, although the related literature deals with the dropout prob-
lem, it necessarily includes comments concerning the above-mentioned
types of students.

Causes of Dropouts

If one is to discuss the problem of dropouts, a definition of
the term "dropout" seems appropriate. Campbell states, "A person who
does not complete twelve grades of school for reasons other than illness,

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[29]Franklin J. Keller, Principles of Vocational Education (Boston:
D. C. Heath and Co., 1948), p. 54.

death, transfer to other schools, commitment to correctional institu-

tions, or expulsion is a dropout."[30] It must be noted, however, that

this definition does not include persons attending other institutions

such as technical schools, business colleges, junior colleges, commun-

ity colleges, and universities. There are dropouts at these institu-

tions, as well, ranging all the way from the first-year program to the

final year in graduate school. Campbell's definition, although not

all-inclusive, appears to be in accord with what people generally un-

derstand by the term "dropout" with respect to students who have not

completed their high school education.

Certain barriers exist in our society which contribute to the

dropout problem. Porter identifies these as social barriers and psy-

chological barriers. Although he discusses these separately for clar-

ification purposes, he points out that they are intricately interwoven.

He explains:

> Social barriers have been built into [the] social structure as
> it has developed. . . . Psychological barriers are the attitudes
> and values which individuals have and the motives with which they
> are endowed or inculcated to become educated.[31]

Social Barriers. Porter identifies several social barriers to

equal educational opportunity which have an effect on the dropout rate.

One is the inequality of income and wealth. He argues, "Education costs

money and regardless of how free it may be, lower income families tend to

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[30]G. W. Campbell, "Review of the Dropout Problem," Peabody Journal of Education, 44:102, September, 1966.

[31]Porter, op. cit., p. 62.

take their children out of school at an earlier age and put them to
work.[32]

Another social barrier is family size. Porter reasons that the
larger the family the harder it is for parents to provide their children
with an adequate education.[33]

A third social barrier which tends to affect the dropout rate lies
in the regional differences in educational facilities. Porter contends
that:

> Some persons are fortunate enough to be reared in areas where
> educational facilities and the quality of teaching are good; others
> are brought up where educational standards are low. . . . Accident
> of birthplace thus limits a person's opportunity by determining the
> education available to him.[34]

Closely associated to the preceding barriers for equal educa-
tional opportunity and encompassing them to a large degree is the "cul-
ture of poverty" concept. People stricken by poverty form a culture
of their own. They have their own standards, values and beliefs of
which the middle class is unaware. This has come about as a result of
increased automation in our industrialized society which contributed to
the middle class moving to the suburbs and away from the lower class.
It also helped worsen the plight of the poverty-stricken by eliminating
a large number of jobs. Harrington comments about those who are part
of the culture of poverty as:

> Those who, because of their birth, because of the accident of
> their birth, get the disadvantage of a lack of education and culture
> and are in a worse position than in any like situation in the

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[32]Ibid.   [33]Ibid., p. 63.   [34]Ibid.

history of our country.[35]

Cohn ends with a more optimistic outlook when commenting about

the language of the lower class. He suggests that:

> Our tradition of emphasizing personal needs of individuals rather
> than outward social esteem contains the promise of a more rational
> handling of language problems and a more adequate public school edu-
> cation for all our children.[36]

Psychological Barriers. The psychological barriers to equality

in education are much more vague than the social barriers but they af-

fect the dropout problem nonetheless. Porter contends that if education

became free, that is, if every person had the choice to acquire education

or not, many would not choose it. This is so because the desire to stay

in school is principally related to the family's position in the social

structure. Therefore, Porter says, "In a depressed environment the ap-

propriate motives are not forthcoming, and if they were they would prob-

ably lead to frustration."[37] It is partly for this reason then, that

many who are reared in an environment that is indifferent to education

do not acquire a high regard for it which is a major factor for dropping

out of school.

Dropout Studies. A number of studies on the reasons of dropouts

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[35]M. Harrington, "The Other America: Poverty as a Separate Cul-
ture," Introduction to Education: A Comparative Analysis, D. K. Adams
(ed.), (Belmont, California: Wadsworth Publishing Co., Inc., 1966), p. 83.

[36]W. Cohn, "On the Language of Lower-Class Children," Introduc-
tion to Education: A Comparative Analysis, D. K. Adams (ed.), (Belmont,
California: Wadsworth Publishing Co., Inc., 1966), p. 87.

[37]Porter, op. cit., p. 66.

have been conducted. Needless to say, a variety of reasons related and

in addition to the ones already discussed have been uncovered. These

are highly complex and for which no one method of prevention can be en-

tirely successful. Campbell suggests that all major studies indicate

that most dropouts have been subjected to inadequate curricula and un-

satisfactory student-teacher relationships.[38] He further suggests that

in some cases the idea of dropping out of school has been placed in the

child's mind as early as age three.[39]

Schreiber maintains the majority of the dropouts are usually found

in our lower socio-economic classes.[40] This agrees with Hohol who in-

dicates a relationship between economic status and dropping out of school.[41]

Some evidence is provided by Harrington to partly explain Schreiber and

Hohol's contentions when he suggests that, "Class antagonism on the part

of the middle-class teacher toward lower-class children is one of the

most important contributing factors in the alienation of the lower clas-

ses from our public schools."[42]

Further evidence is provided by Friedenberg. He contends, "Lower

class adolescents leave school prematurely not so much because of anti-

educational values as of a rejection by teachers of the lower class

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[38]Campbell, op. cit., p. 104.   [39]Ibid., p. 103.

[40]D. Schreiber, "The School Drop Out: A Profile," Educational
Digest, 30:12, September, 1964.

[41]A. E. Hohol, "Factors Associated With School Dropouts," Alberta
Journal of Educational Research, 1:9, March, 1955.

[42]Harrington, op. cit., p. 86.

child for what he is and what he feels."[43] Fatt, however, is not as

conclusive. She maintains that the potential dropout comes from every

kind of family background but a great many come from the low-income group.[44]

Causes for dropouts put forth in the NEA Research Bulletin[45] in-

clude the following: 1. The school is to blame for failing to stimu-

late the interest or to meet the needs of all pupils. 2. Sometimes

withdrawal stems from a personality disorder; in which case each problem

should be treated separately. 3. The community has certain character-

istics which determine withdrawal. 4. In some cases dropouts are due

to family factors such as lack of motivation and ambition. 5. And

lastly, there are those who maintain that many drop out because of low

intelligence, lack of interest, or respect for learning.

Williams' findings further substantiate several of the foregoing

points. In his study of dropouts in Maryland, he found that more than

half the dropouts came from families in which the occupation of the head

of the household was relatively unstable and in the lowest income brack-

et. Furthermore, over half the reasons given for dropping out were lack

of success and interest.[46]

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[43]Edward Z. Friedenberg, "Come Back to High School, Huck, Sir,"
Teacher's College Record, 67:448, March, 1966.

[44]G. M. Fatt and J. F. McGivney, "Vocational School Pupil,"
Toronto Educational Quarterly, 6:8, Summer, 1967.

[45]NEA Research Division, "School Dropouts; What's Being Done
For Him?" NEA Research Bulletin, 45:35-36, May, 1967.

[46]P. V. Williams, "School Dropouts," Journal of the National
Education Association, 52:12, February, 1963.

Friesen, in a comparative study of students who would leave school before graduation and those who would stay, found:

> Major differences in their perception of school experiences, church activities, academic orientation, conformity, parent influence, teacher influence, and partly in peer-group influence. A variety of situations was seen in a more negative light by the would-be-dropout.[47]

He advanced the following explanation to the would-be-dropout's alienation. "Finding school, home, and church activities less than satisfying the student seeks activities which will give him the pleasure and status he needs."[48]

Campbell quotes Thomas L. Millard as summarizing most of the reasons for dropping out. He says that, "Students are unwilling to master feelings of defect: therefore, they compensate for feelings of inadequacy or failure by withdrawal of self from the educational environment."[49]

In relation to the above discussion on the causes for dropouts, certain characteristics of dropouts have been identified. Campbell mentions the following:

1. Low scholastic ability

2. Low reading ability

3. High record of failures

4. Little respect for teachers or schools

5. Inadequate family background

6. Father an unskilled laborer[50]

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[47]David Friesen, "Profile of the Potential Dropout," *Alberta Journal of Educational Research*, 13:305, December, 1967.

[48]*Ibid.*   [49]Campbell, *op. cit.*, p. 104.   [50]*Ibid.*

In addition, Patrick lists these characteristics:

1. Irregular attendance

2. Non-participation in extra-curricular activities

3. Marked disinterest in school and a feeling of not belonging

4. Serious physical or emotional handicaps

5. Negative attitudes of parents toward education[51]

Proposed and Attempted Solutions. A sample of the types of programs which have been undertaken, both in Canada and the United States, to control and relieve the dropout problem is contained in the following pages.

The urgency and necessity to find immediate solutions to the dropout problem is reflected by Fatt when she talks about the non-academic vocational student. She states:

> . . . through our welfare payments, we are paying for our neglect of these people in the past, and welfare payments to support them will become even greater if we fail to make them self-supporting members of our community.[52]

On the basis of pronouncements like these many activities have been undertaken for the retention in schools of potential dropouts. The broadest categories include a special curriculum, special courses, work-study programs, social adjustment classes, special attention outside class, increased guidance services, vocational education, and clubs.

Usually the attempted solutions do not utilize only one of the

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[51] B. Patrick, "Identifying Potential High School Dropouts," Montana Education, 43:23, November, 1966.

[52] Fatt, op. cit., p. 7.

listed categories but rather a number of them.

The Job Counseling Center, operated by the New York City Board of Education, strives to enhance the client's employability. Instruction is on an individual basis which allows each client to progress according to his background and ability.[53] This approach is in accord with Fatt's view on the means and ways of learning by the non-academic students. She suggests, "The paths they take to learning may be a long, tortuous and complicated track to us, but perfectly logical and acceptable to them and perhaps, for them the only way.[54]

Ithaca, New York has ten different programs to prevent dropouts which have reduced the dropout rate by 25 per cent.[55] A brief description of each preventive measure follows:

1. School-to-employment Program. This is a work-study program designed to prepare students for full-time employment if and when they leave school, and to keep students in school until they graduate. The enrollment is limited to 15-year old boys who have been identified as probable school dropouts.

2. Distributive Education. This is a work experience program in the field of retailing. The program is open to students who have taken a basic course in retailing, show a definite interest in working

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[53] R. Greenfield, "Rehabilitating the Anti-School Dropout," American Vocational Journal, 40:19, October, 1965.

[54] Fatt, op. cit., p. 8.

[55] "Ten Proven Programs to Prevent Dropouts," School Management, 9:70-74+, October, 1965.

in stores and dealing with customers and who might have quit school before graduation to get a job.

3. Neighborhood Youth Corps. This is a job placement program, with or without school attendance. The program is geared toward young people who have dropped out of school, probably will drop out, must work in order to remain in school or have graduated but can not find employment.

4. Evening Extension School. A program which makes it possible for dropouts of any age to complete requirements for a high school diploma by correspondence courses under the supervision of qualified teachers.

5. Terminal Counselling Program. A program in which a counsellor specializes in the problems of the terminal students and works with only those students.

6. Vocational Education. This is a technical training program geared specifically to meet the needs and interests of identified probable dropouts.

7. Career Fair. A program that consists of a two-day introduction to the workaday world, emphasizing nonprofessional occupations. The program is open to all junior and senior high school students.

8. Tutorial Program. A program for students who need remedial instruction in basic skills and who are likely to leave school. The tutoring is provided by volunteer college students.

9. Remedial Summer School. This is composed of two summer programs designed to solve the dropout problem early by helping youngsters overcome deficiencies in reading and mathematics.

10. High School Equivalency Examinations. Special instruction
is given to dropouts between ages 17 and 40 who want the equivalent of
a high school diploma without completing formal requirements.

One of the most publicized attempts to reduce the number of with-
drawals has been the Higher Horizons Program of New York City.[56] The
program was threefold. It involved guidance for every child, a concen-
trated effort of cultural enrichment, and an attempt to involve parents.

A program of equal significance was the School to Employment Pro-
gram (STEP) started in New York State.[57] The essential feature was that
the pupil's day was divided between work and school, thus enabling him
to improve his general education while getting acquainted with the world
of work.

In Warren, Ohio, education for occupational competency represents
a basic part of the city-wide stated purpose of education as developed
by the staff and approved by the Board of Education. One sentence reads:

> We believe that the schools should prepare each child to enter
> or further prepare to enter a vocation that will permit him to de-
> velop and use to the fullest extent his interest and his abilities.[58]

To this end a special school for academically handicapped students was
constructed.

In Toronto, Brockton High School gives opportunity to students
who have failed their grade eight exams and therefore would probably

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[56]D. Schreiber, "The Dropout and the Delinquent: Promising Prac-
tices Gleaned From a Year of Study," Phi Delta Kappan, 44:219, February, 1963.

[57]Ibid., p. 218.

[58]W. K. Dunton, "Education For Employment," NASSP, 49:66, May, 1965.

drop out of school or struggle along in the academic program. Here the program provides training in specified trades along with a general education.[59]

R. B. Russell Vocational High School in Winnipeg is a school designed to meet the needs of students for whom the existing programs appear to be unsuitable. The program offers both vocational and general education courses, aiming at preparing students for the world of work.

The general curriculum is based on material in which students can see some meaning. The vocational program is exploratory in nature the first year while in the second year students begin to specialize in the area of their choice. Cramer sums up the general aim of the school:

> It is hoped that students will graduate from the school with a bundle of academic and vocational skills which will encourage employers to hire them and continue their education in industry.[60]

In summary it is noted that all of the programs seem to have a common goal. This is to provide students who are not academically oriented with saleable skills and a general educational background. It is hoped that in this way the dropout problem will be partially solved and the burden on society will be lessened.

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[59] F. C. Etherington, "Brockton High School: Another Opportunity For Youth," Argus, 25:55, February, 1966.

[60] R. F. Cramer, "New School Adopts Practical Approach to Vocational Education," Manitoba Teacher, 45:8, March-April, 1967.

III.   EDMONTON PUBLIC SCHOOL PRE-EMPLOYMENT PROGRAM

History

Due to an increasing concern for the number of dropouts and a commitment to the development of each individual's potential, the Edmonton Public School Board started a one-year terminal program for students who were not achieving in the regular program and where the possibility existed that they would drop out of school.

The program got underway in 1960 in King Edward School with two classes; one for boys and one for girls. In the first year of the program emphasis was placed on the general improvement of the student's educational background as well as his attitudes and general skills that will help the student obtain a job. To this end students were started at their own level and progressed at their own rate. In addition many visits were made to manufacturing, industrial, and business firms which were complemented by guest speakers who were invited into the classroom.

In 1961 the program was extended to two years. This allowed for a greater vocational familiarization in the second year. Then in 1964 the Pre-Employment Program was extended to three years.

The number of classes increased at the rate of two a year so that by the 1963-64 school term eight classes were operating in four junior high schools throughout the city.

The same year that the program was extended to three years, McKay Avenue Laboratory School was opened to accommodate the second and third year students which at the time numbered 120. By the 1964-65 school term, first year classes had increased to nine and were held in five

junior high schools.

In the 1967-68 school year all of the first year classes were held in three schools. There were a total of sixteen classes consisting of 394 students. Three of these were located in Hillcrest Junior High School, three in H. A. Gray Junior High School, and ten in Old Strathcona School.

During the same year the enrollment of second and third year students at McKay Avenue Laboratory School was 320 of which approximately 240 were in second year and eighty in their third year.

In September, 1968, W. P. Wagner Vocational High School, especially designed and planned to accommodate the students of the Pre-Employment Program, opened its doors with a student population of about 700.

Since the Pre-Employment Program booklet[61] gives an excellent description of the program, the sections which follow are quoted from it.

Objectives of the Program

1   To prevent the high incidence of drop-outs from our junior high schools by students who were not suited to the existing academic program.

2   To rehabilitate students who are developing anti-social behavior patterns due to frustrations encountered in regular classes.

3   To encourage students to set realistic goals of achievement and to assist them through further education to develop their potential in order to attain these goals.

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[61] The Pre-Employment Program, op. cit., pp. 1-2.

4   To develop in students a sense of:

   a self reliance and self respect
   b responsibility
   c good work habits and attitudes

5   To provide pre-vocational training in large general areas.
     The main purposes of these vocational oriented programs are:

   a To provide students with an opportunity to sample work in
      different general areas without training them for any one
      specific job.

   b To provide learning situations wherein students will develop
      attitudes of responsibility and come to realize the importance
      of acceptable social behavior in getting and in keeping jobs.

   c To serve as the magnetic force that will keep students in
      school where their academic potential can be fully developed.

Some Features of the Program

1   The curriculum is basically upgraded; each student begins at
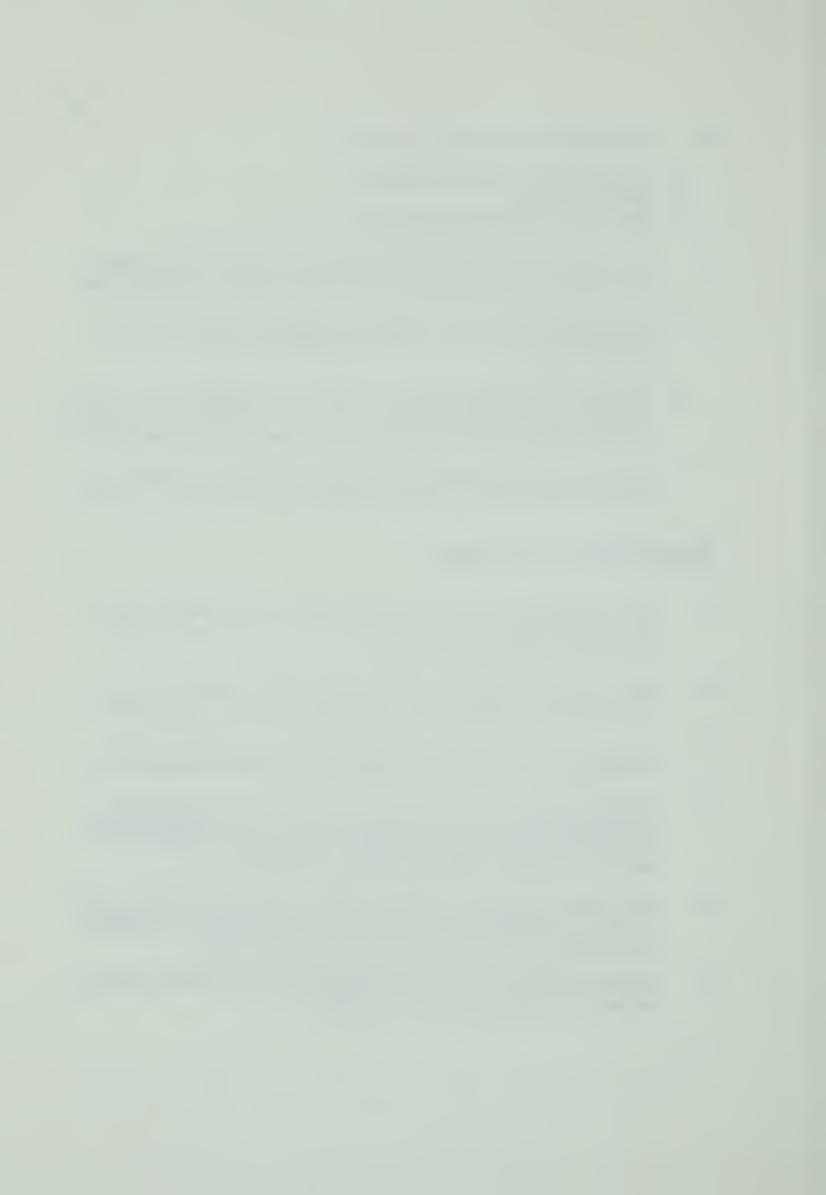   his or her present actual level in the basic subjects and
     proceeds to work from there.

2   Most students should in the course of two years be able to
     qualify for a certificate; others may require three years.

3   Students who show outstanding ability and aptitude may be
     promoted to a continuing program at a composite high school.

4   Students who have completed the first year of the program
     satisfactorily may be permitted to take certain high school
     subjects without having obtained the Grade IX diploma nor-
     mally required by the Department of Education.

5   Part-time employment outside school hours is encouraged, and
     instruction time may be shifted for the benefit of students
     leaving earlier in the afternoon for employment.

6   Students who fail to attend regularly and punctually will be
     asked to withdraw from the program.

Criteria for Enrolment

1 Candidates must be at least 15 years of age by September.

2 Students who have serious emotional or discipline problems will not be eligible for enrolment.

3 Enrolment is by application only, signed by the student and his parents.

Admission Requirements

Students who meet the following conditions will be accepted in the first year on a provisional basis:

1 Age-15 years by September 1 of the current year.

2 Educational level:

a Graduated from the modified program in Junior High School.

b Attended Grade IX for one year but failed to pass the Grade IX Departmental Examinations.

c Passed Grade IX but has low stanine rating.

3 Behaviour and Attitude:

At least sufficiently satisfactory to ensure reasonable cooperation with teachers and classmates.[62]

The Program

The primary purpose of the Pre-Employment Program is the establishment of attitudes and work habits that, within the limits of the student's ability, will lead to a measure of success in the vocational and academic programs. Therefore, in order to prepare students to live meaningful and satisfying lives, the curriculum must constitute a com-

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[62]Ibid., p. 19.

bination of academic instruction, cultural enrichment, and vocational

training.

General Academic Program. Since adequate preparation for life
demands reasonable competence in speaking, writing, spelling, reading
and computation, all students must be encouraged to develop such
fundamental skills to the fullest extent of their ability through
consistent and meaningful practice. However, because most of these
boys and girls need to see the practical value of what they are
learning and are usually unable to accept academic upgrading alone
as sufficient motivation for attending school, formal classroom
studies must be related to and integrated with their vocational
training wherever possible.[63]

Vocational Program. The vocational training which the student

receives is an important factor to his later successes in the world of

work. The vocational program is designed so that the student has an

opportunity to become acquainted with a variety of trades and later

specialize in the one in which he feels he would like to take further

training.

The first year of the program is devoted to vocational familiar-

ization. It is during this year that the student explores the various

vocational areas so that he is better able to select one in which he

would like to continue. The student is assisted in making his vocation-

al choice which is largely dependent on the degree of aptitude and in-

terest. During the second and third year the student takes training

in greater depth in his chosen vocational area.

Guidance and Counselling Service. Formal and informal guidance
and counselling are an essential part of the total school program.

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[63]Ibid., p. 3.

Many students, especially during the first year, require patient understanding and continuing direction from both teachers and counselling specialists in order to develop the kind of attitudes and habits that are necessary for successful learning and employment. After their training is completed, graduates have to be assisted into the world of work. To accomplish this important step, considerable time and effort must be spent in fostering a close relationship between the school and employers.[64]

IV. SUMMARY

The literature suggests that in the last decade there has been a greater emphasis on human rights and a greater acceptance of a philosophy which stresses the values and needs of the individual. Society in general and educators in particular have been trying to meet the challenges which the new orientation requires.

Particular attention has been given to the potential dropout, the slow learner, and culturally deprived individual. Although writers use various terms to identify the different groups, the distinction appears to be largely nominal since many of the characteristics identified by the writers are common to all groups. Some of the more readily identifyable characteristics which are common are irregular attendance, low scholastic ability, low socio-economic status of parents, and a marked disinterest in school and its various activities.

A number of programs are underway and new ones are being initiated to meet the needs of that segment of the school population which has been unable to perform satisfactorily in the regular school programs. Most of the programs involve a combination of vocational and general

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[64]Ibid., p. 19.

education which will enable the student to become a participating, self-supporting member of his community.

Because of the recognized need to offer an educational program to meet the needs of the entire student population, the Edmonton Public School Board initiated the Pre-Employment Program. Specifically, the program was designed to reduce the number of dropouts by offering students the kind of courses that presumably have meaning for their level of ability. The program is also designed to prepare them for the competitive field of employment.

CHAPTER III

THE SAMPLE AND RESEARCH DESIGN

Selection and Limits

The follow-up sample consisted of forty-three 1966-67 pre-employ-
ment graduates and fifty-nine 1967-68 pre-employment graduates. Grad-
uates from earlier years were considered as part of the sample but due
to the difficulty in obtaining records as well as the high mobility of
the graduates, it was impossible to include them in the study.

The names, addresses, and telephone numbers of the 1967 and 1968
classes were obtained from the records at McKay Avenue Laboratory School
and W. P. Wagner Vocational High School, respectively. Students whose
record indicated a school-leaving date other than the respective grad-
uating dates, were not included in the sample.

From the total of 102 graduates a random sample of twenty-five
subjects was drawn for the purpose of personal interviews.

Distribution of the Sample

Table I shows the distribution by graduating year and sex of the
part of the sample who were not interviewed. Of the 1967 graduates,
fourteen were boys and nineteen were girls. The corresponding numbers
of 1968 graduates were eighteen boys and twenty-six girls.

Table II shows the distribution by graduating year and sex of the
random sample. It consisted of ten 1967 graduates, six boys and four
girls, and fifteen 1968 graduates, seven boys and eight girls.

TABLE I

DISTRIBUTION OF GRADUATES WHO WERE
SURVEYED BY QUESTIONNAIRE

Graduating Year	Boys	Girls	Total
1967	14	19	33
1968	18	26	44
Total	32	45	77

TABLE II

DISTRIBUTION OF THE RANDOM
INTERVIEW SAMPLE

Graduating Year	Boys	Girls	Total
1967	6	4	10
1968	7	8	15
Total	13	12	25

Instrumentation

The instrument was patterned after the Vocational-Technical Fol-
low-up Questionnaire, 1969, which was obtained from the Department of
Vocational Education of the Edmonton Public School Board. The ques-
tionnaire consisted of eighteen questions. Some of these asked for
certain personal data and others asked for area of specialization, na-
ture of jobs, number of jobs, relationship of jobs to pre-employment
training, and unemployment time. A copy of the questionnaire will be
found in Appendix A.

Distribution of the Questionnaire and Collection of Data

The instrument was used for the total sample of 102 graduates.
It was sent together with a covering letter and a self-addressed, stamped
return envelope to the seventy-seven graduates who were not interviewed.
Thirty-three were returned within two weeks of the mailing date.

The questionnaire was utilized as an interview schedule for the
twenty-five graduates who made up the interview sub-sample.

The Follow-up. Three methods of follow-up were employed. After
the original questionnaires were sent, eleven were returned to sender.
A follow-up letter was sent to the remainder who did not respond, and
six more questionnaires were returned. A copy of the follow-up letter
will be found in Appendix B.

The second method of follow-up was by means of the telephone.
Eighteen more graduates were contacted, who then returned the question-
naire. To some a second questionnaire was sent because the first was
misplaced.

The third method of follow-up was conducted by means of asking members of the interview sub-sample of the location of those who were not as yet contacted. This led to four more questionnaire returns and three additional interviews.

It was possible to locate eighteen of the twenty-five graduates of the interview sample and all agreed to the interview. It was impossible to find sixteen graduates of those who were not interviewed and seven graduates of the interview sample.

The total percentage of returns was 77.4. The percentage return for those not interviewed and the interview sample was 79.2 and 72.0, respectively. Table III shows the distribution and returns of the questionnaires.

Organization of Data

The data collected by the questionnaires of both the interview and non-interview samples were recorded on data sheets. From these it was possible to record the various items in appropriate tables. In addition comments were noted on the questionnaires which subjects of the interview sample made concerning the Pre-Employment Program. These were summarized and written up in a section of the findings.

Treatment of Data

The purpose of the study was to provide a descriptive survey of the pre-employment graduates. Information as to the nature of jobs obtained and type of training received was gathered. Therefore a descriptive analysis of the data was used throughout the study. The dis-

tribution by number and percentage of graduation year and sex was re-
ported and compiled in tables for each of the variables.

TABLE III

DISTRIBUTION AND RETURNS OF QUESTIONNAIRE

Questionnaires	1967			1968			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
Distributed	14	19	33	18	26	44	77
Returned	9	15	24	14	23	37	61
Percentage returned	64.3	78.9	72.7	77.8	88.5	84.1	79.2

CHAPTER IV

FINDINGS OF THE TOTAL SAMPLE

I. INTRODUCTION

The data obtained by the follow-up questionnaire are shown in Tables IV-XX. The main findings of each table are presented in the body of the text.

Since the random sub-sample and the part of the sample who were surveyed by questionnaire only responded to the same questions, the data exhibited in the tables are of the total sample. In addition, however, information obtained from the random sub-sample, which was recorded during the interview, is presented in a later section of this chapter.

A discussion of all the findings follows in Chapter V.

Description of the Graduates

Table IV shows the distribution of the sample by age, sex, and year of graduation. Of the seventy-nine graduates who responded, thirty-one were 1967 graduates and forty-eight were 1968 graduates. Of the thirty-one, fifteen were boys and sixteen were girls. Twenty boys and twenty-eight girls made up the 1968 sub-sample.

All of the subjects were distributed among three age groups. The composition of the 1967 graduates was as follows: None of the subjects were eighteen years of age. Of the boys, about thirty-three per cent were nineteen years of age and sixty-seven per cent were twenty or over. Fifty-six per cent of the girls were nineteen and 47 per cent

TABLE IV

NUMBER AND PERCENTAGE DISTRIBUTION OF GRADUATES ACCORDING
TO AGE, SEX, AND YEAR OF GRADUATION

| Age in years | 1967 | | | | 1968 | | | | | |
| | Boys | | Girls | | Boys | | Girls | | Total | |
	No.	%	No.	%	No.	%	No.	%	No.	%
18	0	0.0	0	0.0	5	25.0	11	39.3	16	20.3
19	5	33.3	9	56.2	13	65.0	14	50.0	41	51.9
20 and over	10	66.7	7	43.8	2	10.0	3	10.7	22	27.8
Total	15		16		20		28		79	
Mode	20 & over		19		19		19		19	

were twenty years of age or older.

The 1968 graduates were distributed in the following manner: Of the boys, 25 per cent were eighteen, 65 per cent were nineteen and 10 per cent were twenty years of age or older. The corresponding figures for the girls show that about 39 per cent were eighteen, 50 per cent were nineteen and about 11 per cent were twenty years of age or over.

The modal age of the sample was nineteen. The same modal age existed for the 1968 boys and girls and the 1967 girls. The 1967 boys had a modal age of twenty.

II. FINDINGS RELATED TO THE TOTAL SAMPLE

First Occupation of Male Graduates

As indicated in Table V, the first occupations of the thirty-five male graduates were classified into nineteen categories. Seven graduates continued their education in other schools, three each were engaged as office clerks, sales clerks, and auto parts delivery drivers, and two were employed as janitors. The other jobs ranged from electrician apprentice and auto body-shop helper to optical lens finisher and service-station attendant.

First Occupation of Female Graduates

Table VI shows that the first occupations of the forty-four female graduates were classified into nineteen categories. The occupations with the highest memberships were sales clerk - seven, waitress - six, library helper - four, and cashier, office clerk, hair dresser, and those who continued in another school - three each. The remaining

TABLE V

FIRST OCCUPATION OF MALE GRADUATES

Occupation	Number
Apprentice - electrician	1
Auto body-shop helper	1
Auto parts-man trainee	1
Butcher's helper	1
Car wash - driver and mechanic	1
Clerk - office	3
- sales	3
- shipping and receiving	4
Coach cleaner - CNR	1
Driver - auto parts deliveries	3
Golf course greens keeper	1
Garage helper	1
Janitor or caretaker	2
Labourer - chemical plant	1
Optical lens finisher	1
Photographer helper	1
Service-station attendant	1
Store manager	1
Student	7
Total	35

TABLE VI

FIRST OCCUPATION OF FEMALE GRADUATES

Occupation	Number
Babysitter	1
Car wash - wiping cars	1
Cashier	3
Clerk - filing	2
- mail	2
- office	3
- sales	7
Comptometrist	1
Concession sales girl	1
Dietary aide	1
Dog groomer	1
Graphotype operator	1
Hair dresser	3
Hospital ward aide	1
Library helper	4
Meat packer	1
Student	3
Switchboard operator	2
Waitress	6
Total	44

jobs ranged from babysitter and working in a car wash to meat packer and switchboard operator.

The First Job

Graduates were asked to comment on the difficulty in securing their first position. Table VII shows that about 73 per cent of the male graduates from both years felt that they did not have any difficulty in obtaining their first job. There also were none in the two groups who thought they had a lot of problems in getting their first job.

About 47 per cent of the 1967 female graduates felt that they had very little difficulty in obtaining their first job while 40 per cent felt they had no difficulty at all. About 7 per cent felt they had some difficulty and about 7 per cent thought they had a lot of difficulty in obtaining their first job. The corresponding opinions of the 1968 female graduates for the choices of none, very little, some, and a lot concerning their difficulty in obtaining their first position were 38.5 per cent, 30.8 per cent, 11.5 per cent, and 19.2 per cent.

The accumulated results on the question of obtaining their first job, 53.5 per cent of the graduates felt they had no difficulty, 28.2 per cent felt they had very little difficulty, 9.9 per cent felt they had some difficulty, and 8.4 per cent felt they had a lot of difficulty.

In general about 80 per cent expressed either no problems or very little difficulty in securing their first position.

TABLE VII

PERCENTAGE DISTRIBUTION OF GRADUATES' OPINIONS REGARDING
THE DIFFICULTY IN OBTAINING THEIR FIRST JOB

	1967		1968		Total
	Boys	Girls	Boys	Girls	
None	73.4 (11)*	40.0 (6)	73.3 (11)	38.5 (10)	53.5 (38)
Very little	13.3 (2)	46.6 (7)	20.0 (3)	30.8 (8)	28.2 (20)
Some	13.3 (2)	6.7 (1)	6.7 (1)	11.5 (3)	9.9 (7)
A lot	0.0 (0)	6.7 (1)	0.0 (0)	19.2 (5)	8.4 (6)
Total	100.0 (15)	100.0 (15)	100.0 (15)	100.0 (26)	100.0 (71)

* Numbers in parenthesis refer to frequency of responses.

Vocational Major and First Occupation

Table VIII exhibits the results of the relationship between the graduates' vocational major and their first occupation. With the majority of students in each of the four groups there was no relationship between vocational major and nature of the first job.

About 53 per cent of the first jobs held by 1967 male graduates were not related while about 47 per cent were related. The corresponding figures for the 1968 male graduates were 45 per cent and 20 per cent, while 35 per cent continued their education in another school.

The data for the female graduates show similar results to that of the males. About 56 per cent of the 1967 female graduates had first jobs that were unrelated to their vocational major and about 38 per cent were related. The findings for the 1968 female graduates indicate that 50 per cent had first jobs which were unrelated while about 43 per cent had first jobs that were related to the graduates' training.

For all of the graduates about one-half of the first jobs were related and another one-eighth continued in school after graduating from the Pre-Employment Program.

Relationship Between Vocational Major and Total Number of Jobs

Of the 138 jobs held by 1967 and 1968 graduates about two-thirds were unrelated to the graduates' vocational training and about one-third were related (Table IX). The same distribution existed for the jobs held by 1967 male graduates. Of the jobs held by 1968 male graduates, 10 per cent were related and 90 per cent were not related to their pre-employment training.

TABLE VIII

PERCENTAGE DISTRIBUTION OF THE RELATIONSHIP BETWEEN THE
GRADUATES' VOCATIONAL MAJOR AND
THEIR FIRST OCCUPATION

	Boys			Girls			Grand Total
	1967	1968	Total	1967	1968	Total	
Related	46.7 (7)*	20.0 (4)	31.4 (11)	37.5 (6)	42.9 (12)	40.9 (18)	36.7 (29)
Not related	53.3 (8)	45.0 (9)	48.6 (17)	56.3 (9)	50.0 (14)	52.3 (23)	50.6 (40)
Continued in school	0.0 (0)	35.0 (7)	20.0 (7)	6.2 (1)	7.1 (2)	6.8 (3)	12.7 (10)
Total	100.0 (15)	100.0 (20)	100.0 (35)	100.0 (16)	100.0 (28)	100.0 (44)	100.0 (79)

* Numbers in parenthesis refer to frequency of responses.

The relationship between the nature of the jobs and pre-employ-
ment training of the female graduates was somewhat closer than that for
the males. The jobs of the 1967 female graduates were about 47 per cent
related and 53 per cent unrelated. The corresponding figures for the
1968 female graduates were about 45 per cent and 55 per cent.

TABLE IX

PERCENTAGE DISTRIBUTION OF NUMBER OF JOBS RELATED AND NOT
RELATED TO PRE-EMPLOYMENT TRAINING OF GRADUATES

| | Boys | | | Girls | | | Grand |
	1967	1968	Total	1967	1968	Total	Total
Related	33.3 (12)*	10.0 (3)	22.7 (15)	46.7 (14)	45.2 (19)	45.8 (33)	34.8 (48)
Unrelated	66.7 (24)	90.0 (27)	77.3 (51)	53.3 (16)	54.8 (23)	54.2 (39)	65.2 (90)
Total	100.0 (36)	100.0 (30)	100.0 (66)	100.0 (30)	100.0 (42)	100.0 (72)	100.0 (138)

* Numbers in parenthesis refer to frequency of responses.

Number of Jobs

Table X shows the distribution of the number of jobs held by graduates. Forty per cent of the 1967 male graduates have held two jobs and about 33 per cent have held three jobs. For the 1967 female graduates, the table shows that six students each have held one job and two jobs. Each of these makes up about 37 per cent of the 1967 female sub-sample.

The distribution of the 1968 graduates indicates that 25 per cent of the males and about 7 per cent of the females have not held a job. Thirty-five per cent of the males and about 32 per cent of the females held two jobs. The most number of jobs held by 1967 and 1968 graduates was six and five, respectively.

The mean number of jobs held by 1967 male graduates was 2.4, and that of 1967 female graduates was 1.8. The corresponding mean number of jobs for 1968 male and female graduates was 1.5 and 1.5.

The accumulated results show that one job was held by 38 per cent, two jobs were held by about 32 per cent, and three jobs were held by about 13 per cent, while another 10 per cent have not held a job.

Shortest Employment Time of 1967 Graduates

Table XI shows the shortest length of time 1967 graduates stayed on a job. Most male graduates were on a job from one to four months, while most of the female graduates were on a job the shortest time between eighteen and twenty-three months. For both of these groups the corresponding percentages are 40 per cent.

The shortest time spent on a job ranged from five days to twenty-three months for boys and from two days to twenty-three months for girls.

TABLE X

PERCENTAGE DISTRIBUTION OF NUMBER
OF JOBS HELD BY GRADUATES

Number of jobs	1967				1968				Total	
	Boys (N=15)		Girls (N=16)		Boys (N=20)		Girls (N=28)		(N=79)	
0	0.0	(0)*	6.3	(1)	25.0	(5)	7.1	(2)	10.1	(8)
1	20.0	(3)	37.4	(6)	35.0	(7)	50.0	(14)	38.0	(30)
2	40.0	(6)	37.4	(6)	20.0	(4)	32.1	(9)	31.6	(25)
3	33.3	(5)	6.3	(1)	10.0	(2)	7.1	(2)	12.7	(10)
4	0.0	(1)	6.3	(1)	5.0	(1)	3.6	(1)	3.8	(3)
5	0.0	(1)	6.3	(1)	5.0	(1)	0.0	(0)	2.5	(2)
6	6.7	(1)	0.0	(0)	0.0	(0)	0.0	(0)	1.3	(1)
Total No. of jobs	36		30		30		42		138	
Mean No. of jobs	2.4		1.8		1.5		1.5		1.7	

* Numbers in parenthesis refer to frequency of responses.

TABLE XI

PERCENTAGE DISTRIBUTION OF THE SHORTEST PERIOD
OF TIME ON A JOB BY 1967 GRADUATES

Descriptive intervals	Boys		Girls		Total	
up to 1 month	13.3	(2)[*]	26.7	(4)	20.0	(6)
1 mo. - 4 mo.	40.0	(6)	33.3	(5)	36.7	(11)
5 mo. - 12 mo.	26.7	(4)	0.0	(0)	13.3	(4)
18 mo. - 23 mo.	20.0	(3)	40.0	(6)	30.0	(9)
Total		15		15		30

* Numbers in parenthesis refer to frequency of responses.

Longest Employment Time of 1967 Graduates

Table XII shows the longest time that 1967 graduates spent on a job. About 47 per cent of the boys were on a job from twelve to eighteen months and 40 per cent were on a job from nineteen to twenty-three months.

TABLE XII

PERCENTAGE DISTRIBUTION OF THE LONGEST PERIOD
OF TIME ON A JOB BY 1967 GRADUATES

Descriptive intervals	Boys		Girls		Total	
up to 4 months	6.7	(1)*	13.3	(2)	10.0	(3)
5 mo. - 8 mo.	6.7	(1)	26.7	(4)	16.7	(5)
13 mo. - 18 mo.	46.7	(7)	26.7	(4)	36.7	(11)
19 mo. - 23 mo.	40.0	(6)	33.3	(5)	36.7	(11)
Total	15		15		30	

* Numbers in parenthesis refer to frequency of responses.

The longest period of time which the largest proportion of girls were on a job was from nineteen to twenty-three months. About 33 per cent were in this category. About 27 per cent were on a job from five to eight months and about another 27 per cent remained on a job from twelve to eighteen months.

The longest time that male graduates spent on a job ranged from four months to twenty-three months, and that for female graduates ranged from two days to twenty-three months.

Shortest Employment Time of 1968 Graduates

Table XIII shows that about 36 per cent of the boys were on a job from one month to four months, and another 36 per cent from ten months to eleven months for the shortest period of time. About 39 per cent of the girl graduates remained on a job from one to four months, and about 31 per cent were on a job from ten to eleven months.

The range of the shortest time on a job was from five days to eleven months for boys and from one day to eleven months for girls.

Longest Employment Time of 1968 Graduates

Table XIV indicates the longest period of time that 1968 graduates stayed on any one job. Of the boys about 43 per cent remained on a job ten to eleven months. The next higher percentage was about 29 per cent for the time period of four to six months.

The female graduates were closely distributed among three intervals. About 35 per cent were on a job from ten to eleven months, about 31 per cent from four to six months and 23 per cent from seven to nine months.

TABLE XIII

PERCENTAGE DISTRIBUTION OF THE SHORTEST PERIOD
OF TIME ON A JOB BY 1968 GRADUATES

Descriptive intervals	Boys		Girls		Total	
up to 1 month	7.1	(1)*	15.4	(4)	12.5	(5)
1 mo. - 4 mo.	35.7	(5)	38.5	(10)	37.5	(15)
5 mo. - 9 mo.	21.4	(3)	15.4	(4)	17.5	(7)
10 mo. - 11 mo.	35.7	(5)	30.7	(8)	32.5	(13)
Total	14		26		40	

* Numbers in parenthesis refer to frequency of responses.

The range of the longest time on a job for boys was from two months to eleven months and for girls from three days to eleven months.

TABLE XIV

PERCENTAGE DISTRIBUTION OF THE LONGEST PERIOD
OF TIME ON A JOB BY 1968 GRADUATES

Descriptive intervals	Boys		Girls		Total	
up to 3 months	7.1	(1)*	11.5	(3)	10.0	(4)
4 mo. - 6 mo.	28.6	(4)	30.7	(8)	30.0	(12)
7 mo. - 9 mo.	21.4	(3)	23.0	(6)	22.5	(9)
10 mo. - 11 mo.	42.8	(6)	34.6	(9)	37.5	(15)
Total	14		26		40	

* Numbers in parenthesis refer to frequency of responses.

Continuity of Employment

From Table XV it is evident that about 60 per cent of the total sample have been employed continuously since graduation and about 40 per cent have had a period of unemployment. Looking at the individual groups the table shows that about 53 per cent of the 1967 male graduates have been continuously employed and about 47 per cent have had periods of unemployment. The figures for the 1967 girls are 60 per cent and 40 per cent for continuous and non-continuous employment, respectively.

Of the 1968 male graduates, 80 per cent have had continuous employment and 20 per cent have not. The female graduates were divided evenly with 50 per cent having been employed continuously and 50 per cent having been unemployed sometime since entering the labor field.

Unemployment Time of Graduates

Table XVI indicates that of the graduates who were unemployed sometime since entering the labor market, most of their unemployment time ranged from one to eight months. The table further indicates that in each of the four groups at least 50 per cent of the graduates have not been unemployed.

In terms of most unemployment time, about 29 per cent of the 1967 male graduates were unemployed six months, about 33 per cent of the 1967 female graduates were unemployed two months and about another 33 per cent were unemployed over eight months. Of the 1968 male graduates about 67 per cent were unemployed one month and of the female graduates about 23 per cent were unemployed three months and 23 per cent seven months.

The mean unemployment time for the 1967 boys was 4.3 months, for the 1967 girls it was 6.7 months, for the 1968 boys it was 0.7 months, and for the 1968 girls it was 3.8 months.

TABLE XV

PERCENTAGE DISTRIBUTION OF GRADUATES WHO WERE EMPLOYED
CONTINUOUSLY AND WHO WERE NOT EMPLOYED
CONTINUOUSLY SINCE GRADUATION

	1967		1968		
	Boys	Girls	Boys	Girls	Total
Employed continuously since graduation	53.3 (8)*	60.0 (9)	80.0 (12)	50.0 (13)	59.2 (42)
Not employed continuously since graduation	46.7 (7)	40.0 (6)	20.0 (3)	50.0 (13)	40.8 (29)
Total	100.0 (15)	100.0 (15)	100.0 (15)	100.0 (26)	100.0 (71)

* Numbers in parenthesis refer to frequency of responses.

TABLE XVI

PERCENTAGE DISTRIBUTION OF TOTAL UNEMPLOYMENT
TIME OF THE GRADUATES

Unemployment time in months	1967		1968	
	Boys (N=15)	Girls (N=15)	Boys (N=15)	Girls (N=26)
0	53.3 (8)*	60.0 (9)	80.0 (12)	50.0 (13)
1	14.3 (1)	16.7 (1)	66.7 (2)	15.4 (2)
2	14.3 (1)	33.3 (2)	33.3 (1)	15.4 (2)
3	14.3 (1)	0.0 (0)	0.0 (0)	23.1 (3)
4	14.3 (1)	0.0 (0)	0.0 (0)	7.7 (1)
5	0.0 (0)	0.0 (0)	0.0 (0)	15.4 (2)
6	28.6 (2)	16.7 (1)	0.0 (0)	0.0 (0)
7	0.0 (0)	0.0 (0)	0.0 (0)	23.1 (3)
8	14.3 (1)	0.0 (0)	0.0 (0)	0.0 (0)
over 8	0.0 (0)	33.3 (2)**	0.0 (0)	0.0 (0)
Mean	4.3 mo.	6.7 mo.	0.7 mo.	3.8 mo.

* Numbers in parenthesis refer to frequency of responses.
**One person was unemployed for eighteen months due to illness.

On-the-job Training

About two-thirds of all the graduates indicated that they received some type of on-the-job training as is illustrated in Table XVII. No appreciable difference in the proportion was found for the groups when comparing the graduates of the two years and when comparing boys against girls.

TABLE XVII

PERCENTAGE DISTRIBUTION OF GRADUATES' OPINIONS
REGARDING ON-THE-JOB TRAINING

Question	Response	1967		1968		Total
		Boys	Girls	Boys	Girls	
In any of your jobs did you receive any kind of on-the-job training?	yes	66.7 (10)*	66.7 (10)	60.0 (9)	61.5 (16)	63.4 (45)
	no	33.3 (5)	33.3 (5)	40.0 (6)	38.5 (10)	36.6 (26)
Total		100.0 (15)	100.0 (15)	100.0 (15)	100.0 (26)	100.0 (71)

* Numbers in parenthesis refer to frequency of responses.

Post Pre-Employment Training

Table XVIII provides an overview of the graduates' opinions regarding training which they received after they graduated from the Pre-Employment Program. The majority in three of the four groups indicated that they did not take further training after they graduated from the program. In one group, the 1968 boys, 50 per cent received post pre-employment training and 50 per cent did not. The table indicates that of the total sample, about 30 per cent obtained post pre-employment training and about 70 per cent did not take training beyond graduation.

Type of Post Pre-Employment Training

It can be seen from Table XIX that of the graduates who received training beyond pre-employment about 54 per cent did so in a high school which offered a vocational program. About 17 per cent entered an apprenticeship program and about 30 per cent had post pre-employment training in other areas such as NAIT, other high schools and business colleges.

Continuation in School

Table XX shows the distribution of responses to the question, "Would you likely have remained in school if there had been no Pre-Employment Program?" For the total sample there was a distribution of about 60 to 40 per cent answering positively. A very similar proportion existed for the 1967 boys and girls as well as for the 1968 girls. A slightly different ratio between positive and negative responses occurred for the 1968 boys. Here about 55 per cent claimed they would have tried to remain in school if the Pre-Employment Program had not existed and 45 per cent indicated they would not have continued in school.

TABLE XVIII

PERCENTAGE DISTRIBUTION OF GRADUATES' OPINIONS
TRAINING BEYOND PRE-EMPLOYMENT

Question	Response	1967		1968		Total
		Boys	Girls	Boys	Girls	
Did you take further training in the area in which you specialized in the Pre-Employment Program?	yes	20.0 (3)*	25.0 (4)	50.0 (10)	25.0 (7)	30.4 (24)
	no	80.0 (12)	75.0 (12)	50.0 (10)	75.0 (21)	69.6 (55)
Total		100.0 (15)	100.0 (16)	100.0 (20)	100.0 (28)	100.0 (79)

* Numbers in parenthesis refer to frequency of responses.

TABLE XIX

TYPE OF TRAINING BEYOND PRE-EMPLOYMENT

	Boys		Girls		Total	
	1967	1968	1967	1968	No.	per cent
Vocational high school	0	9	0	4	13	54.2
Apprenticeship program	2	0	2	0	4	16.7
Other:					7	29.2
- NAIT-welding course	1					
- Vocational training in electricity		1				
- Marvel Beauty Culture School			1			
- Strathcona Composite High School			1			
- Alberta College				1		
- Alberta Vocational Training				1		
- Career Training				1		
Total	3	10	4	7	24	100.1

TABLE XX

PERCENTAGE DISTRIBUTION OF GRADUATES' OPINIONS REGARDING THEIR
REMAINING IN SCHOOL WITHOUT THE EXISTENCE
OF THE PRE-EMPLOYMENT PROGRAM

Question	Response	1967		1968		Total
		Boys	Girls	Boys	Girls	
Would you likely have remained in school if there had been no Pre-Employment Program?	yes	60.0 (9)*	62.5 (10)	55.0 (11)	60.7 (17)	59.5 (47)
	no	40.0 (6)	37.5 (6)	45.0 (9)	39.3 (11)	40.5 (32)
Total		100.0 (15)	100.0 (16)	100.0 (20)	100.0 (28)	100.0 (79)

* Numbers in parenthesis refer to frequency of responses.

III. THE RANDOM INTERVIEW SAMPLE

The random sample was chosen from the total sample of 102 pre-
employment graduates. It consisted of ten 1967 graduates and fifteen
1968 graduates. The questionnaire which was mailed to the remainder
of the sample was used to interview the random sample. Additional com-
ments which the subjects made were noted down.

Since the standard questions of the questionnaire, which were
answered by those who were not interviewed and by the those in the ran-
dom sample, were treated together in the findings, this section will
give an account of the additional comments made by the random sample
group.

It was hoped that other information would be obtained through
the interview which would add to the data obtained with the question-
naire and thereby give a more accurate account of the graduates' activ-
ities. During the interview, however, several of the graduates were
reluctant to comment other than answer the questions from the interview
schedule. Those remarks that were offered centered on several key to-
pics which are summarized in the remainder of this section.

By far the most frequent observations dealt with the relation-
ship between the pre-employment training and the job. Several gradu-
ates pointed out the fact that they had held their first full-time job
as a part-time job while still in school. Another frequent comment was
that the school counsellor was very instrumental in placing graduates
in various positions.

Regarding the value of pre-employment training in obtaining a

job, individuals' comments ranged from those who felt that the training

was a great aid to those who thought they would have obtained a job with-

out the training. Those who indicated that the program helped them in

obtaining a job, pointed out that they gained confidence, self respect,

responsibility and learned good work habits and attitudes in the program.

Several graduates commented on the Pre-Employment Program in gen-

eral. Here the reactions ranged from, "It was a very good and helpful

program." to "It was a complete waste of time." Other students pointed

to the family atmosphere that existed, to the close student-teacher re-

lationship, and to the individual help received by students. Some neg-

ative opinions were of the nature that the school was too small and that

it did not offer a wide enough range of trades so that many students were

forced to concentrate on trades which they did not like to take.

Finally, some students indicated that apart from the pre-employ-

ment training which they received, the program was beneficial in that

it helped them stay in school.

CHAPTER V

SUMMARY, DISCUSSION OF FINDINGS AND RECOMMENDATIONS

This chapter consists of a summary of the study, discussion of
the findings which were presented in Chapter IV, and recommendations
for further study.

I. SUMMARY

The Problem

The purpose of the study was to determine the status of a sample
of graduates of the Edmonton Public School Pre-Employment Program. The
graduates were examined as to the nature of their vocational major and
occupations. Other information gathered dealt with unemployment and
further training.

Procedure

The questionnaire, which appears in Appendix A, was used to ob-
tain the information from the graduates. A random sample of twenty-five
graduates was selected from the total of 102 for personal interviews.
The data obtained was recorded in tables which are presented in Chapter IV.

Findings

1. The data indicated that the occupations of both male and fe-
male graduates could be classified into nineteen categories.

2. About 80 per cent of the graduates felt that they had either
no difficulty or very little difficulty in obtaining their first position.

3. The findings revealed that about one-half of the first jobs and about 65 per cent of all the jobs held by graduates were unrelated to their pre-employment major while only about one-third of both, the first job and the total number of jobs, were related.

4. The data showed that the time spent on any one job ranged from five days to twenty-three months for 1967 graduates and from one day to eleven months for 1968 graduates.

5. The findings indicated that about 60 per cent of the sample have had continuous employment since graduation. For those who were unemployed at some time, the unemployment period ranged from one to eight months.

6. The data showed that about two-thirds of the graduates received on-the-job training. It further illustrated that about 30 per cent took some type of training after graduation. Slightly over one-half of this training was taken in a vocational high school.

7. The survey revealed that about 60 per cent of the graduates felt they would have tried to remain in school even if there had been no Pre-Employment Program.

8. The findings obtained from the random sample suggested that in general the program was beneficial to the students in that they received a certain amount of specialized training along with general education and that the program helped them stay in school longer.

9. Another general finding which was based on the observations made by the graduates dealt with the congeniality that existed in the school.

10. Finally, it was found that many students attributed the fact that they received jobs shortly after graduation to the efforts of the school counsellors.

II. DISCUSSION OF THE FINDINGS

Introduction

After the presentation of the findings upon which the conclusions are based some further discussion regarding the concept of perception is desirable.

The section in Chapter II which dealt with perception drew attention to the fact that the way a person perceives is largely the result of his psycho-social environment and his characteristics which to a degree have also been developed by his environment. Thus, an individual's attitude toward school, teachers and education in general depends very heavily on his past experiences.

Perception also plays a role in the way in which an individual responds to questions on a questionnaire or the manner in which he reacts to an interviewer during a personal interview. It is, thus, reasonable to propose that the responses of the graduates have certain weaknesses. The responses for some questions lacked a certain amount of accuracy because the graduates did not have all the information for accurate perception. For instance, graduates responded that for the most part they had very little difficulty if any in obtaining a job. Many, however, were probably unaware as to the amount of work the counsellors performed in the backgroud.

Their perceptions may also have been distorted when reporting that they would have remained in school if the Pre-Employment Program had not existed. It could be hypothesized that this is how they felt after they have experienced a certain amount of success which they did not have in the regular program.

The responses of the interview sample may have been distorted to a degree by the graduates' desire to please the interviewer or conceal certain data from him.

In conclusion, therefore, it must be emphasized that the findings and conclusions of the survey do not give conclusive evidence of the value of the program or the status of the graduates. They only provide some indication as to the activities of students after graduating from the Pre-Employment Program on which basis it can be grossly hypothesized as to the value of the program. It is well, therefore, to be cognizant of the foregoing discussion when perusing the findings and conclusions.

Conclusions

From the findings of this study the following conclusions can be drawn:

1. Since it was learned from the interview sample that the first full-time job of many graduates was held as a part-time job while still in school, it seems very likely that a large proportion of those who were not interviewed held part-time jobs which upon graduation became their first full-time job.

2. Several graduates who were interviewed pointed out that the school counsellor helped them obtain work. Therefore, it is pos-
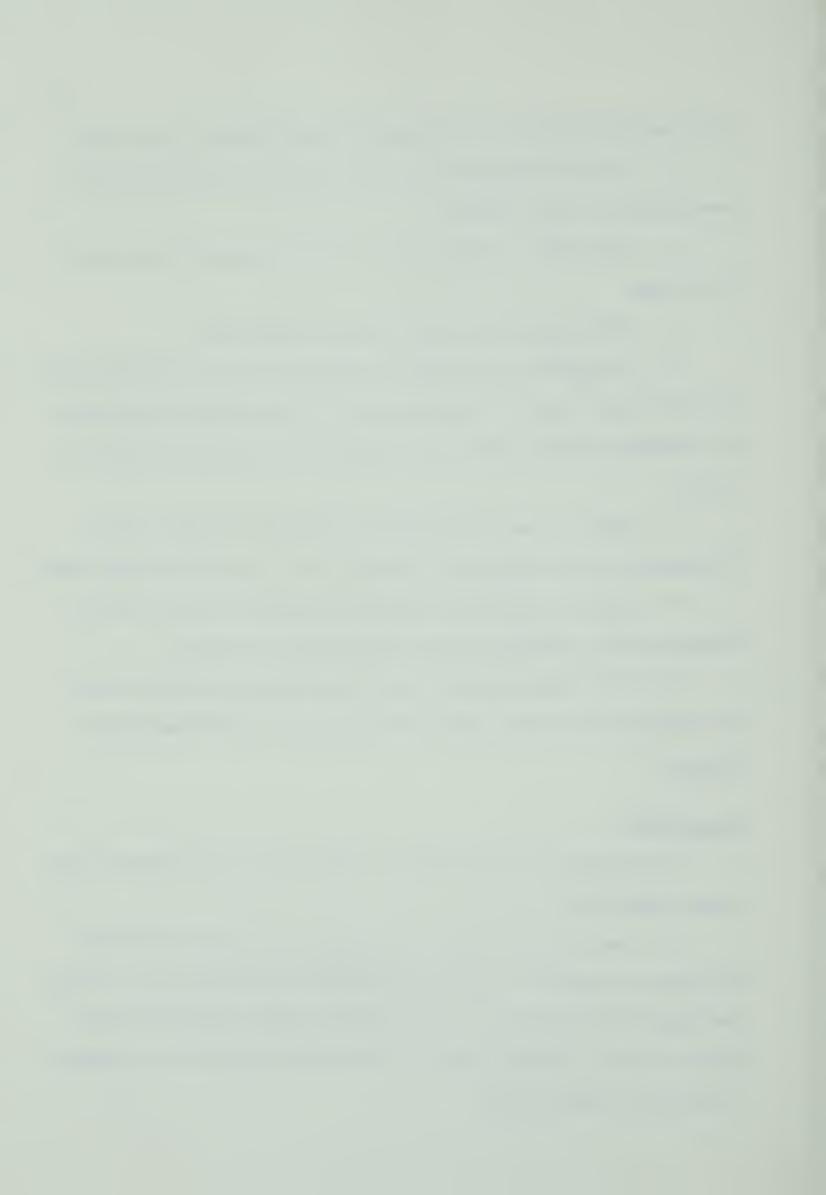
sible that the same situation existed for the remainder of the sample.

3.   A greater proportion of girls than boys obtained jobs that were related to their training.

4.   The longer a student was out of the program, the more jobs he had held.

5.   Boys changed jobs more frequently than girls.

6.   It appears that employers provided on-the-job training equally to boys and to girls. The proportion of those who received on-the-job training and those who did not receive such training was about two to one.

7.   There is some indication that graduates who took further training beyond pre-employment, tended to be in a vocational high school.

8.   More boys than girls tended to continue in their education after they had graduated from the Pre-Employment Program.

9.   The findings suggest that a large number of students would have continued in school without the services of the Pre-Employment Program.

Implications

The findings and conclusions of this study point toward the following implications:
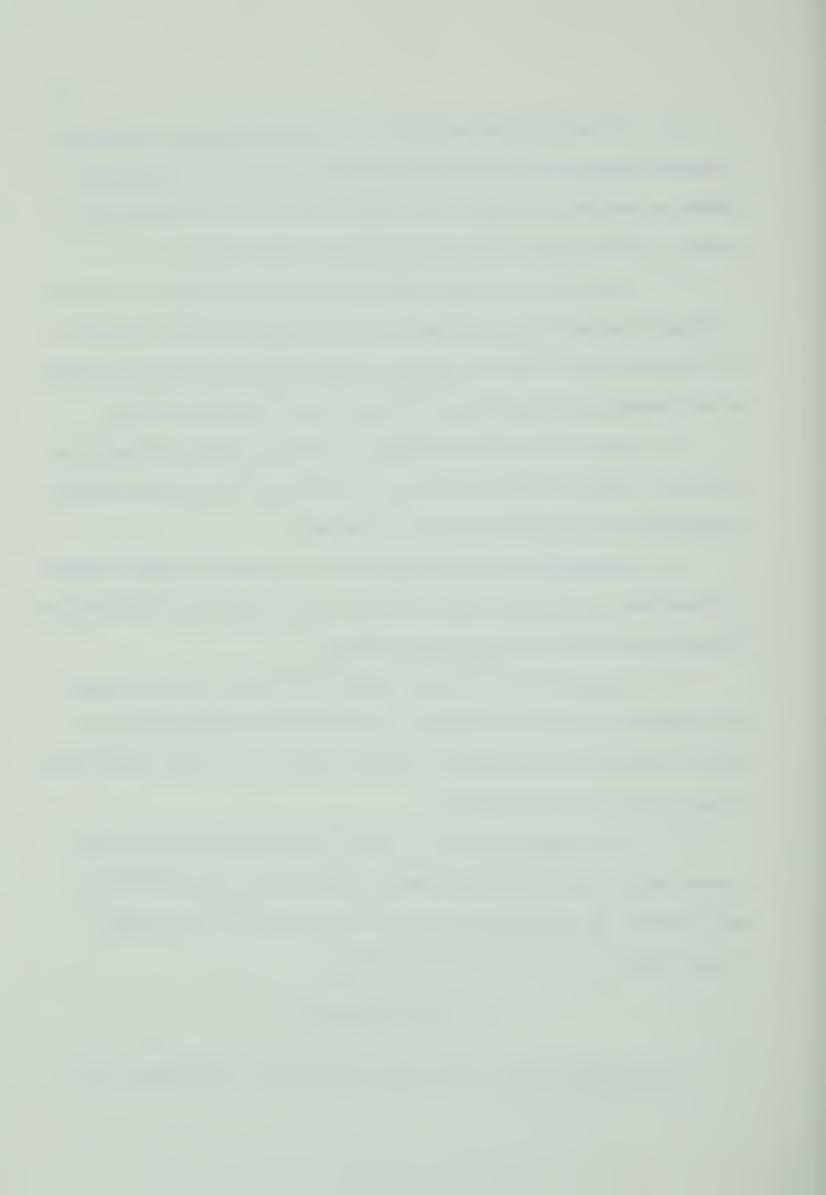
1.   Due to the fact that the majority of jobs which graduates held were not related to their pre-employment specialization, it can be concluded that the program was not oriented toward preparing the students to enter a specific job but rather toward preparing the students to enter the working field.

2. It would appear because of the limited congruency between the vocational major and the jobs which graduates held, that the program served to keep many students, who might otherwise have dropped out of school, in school and out of the competitive labor market.

3. One piece of evidence that offers an explanation for the low congruency between the graduates' vocational major and their jobs was that students were forced to train in areas which they did not like and after graduation obtained jobs which were more suitable to them.

4. Since a greater proportion of girls than boys obtained jobs that were related to their training, it seems that the courses offered were slanted more towards the girls' interests.

5. The nature of some comments made by graduates leads to speculation that if a student really wanted a job he would have obtained one without having had pre-employment training.

6. As physical facilities become more adequate and the choice of vocational fields is increased, the likelihood exists that the degree of congruency between the vocational major and the jobs which graduates receive will be increased.

7. The finding that most graduates obtained some type of job rather quickly after graduation may be largely due to the attitudes, self esteem, and responsibility which they acquired in the program rather than to any specific job training.

III. RECOMMENDATIONS

This study is only one of many that could be undertaken in the

field of pre-vocational programs. Specifically, the following would add substantially to a greater understanding of these programs:

1. A comparison follow-up study, similar to this one, between graduates of the Pre-Employment Program and a random sample of graduates from a vocational program in a high school.

2. A study of the values held by students in the Pre-Employment Program compared to students in the academic high school program.

3. A replication of this study with graduates from W. P. Wagner Vocational High School.

4. A study of student, teacher, and parent attitudes toward the program offered at W. P. Wagner Vocational High School which should also include the employer's assessment of the graduates performance on the job.

Follow-up studies in greater depth and detail which are carried out over a number of years are required before any significant conclusions and recommendations can be put forth regarding a new program such as the Pre-Employment Program.
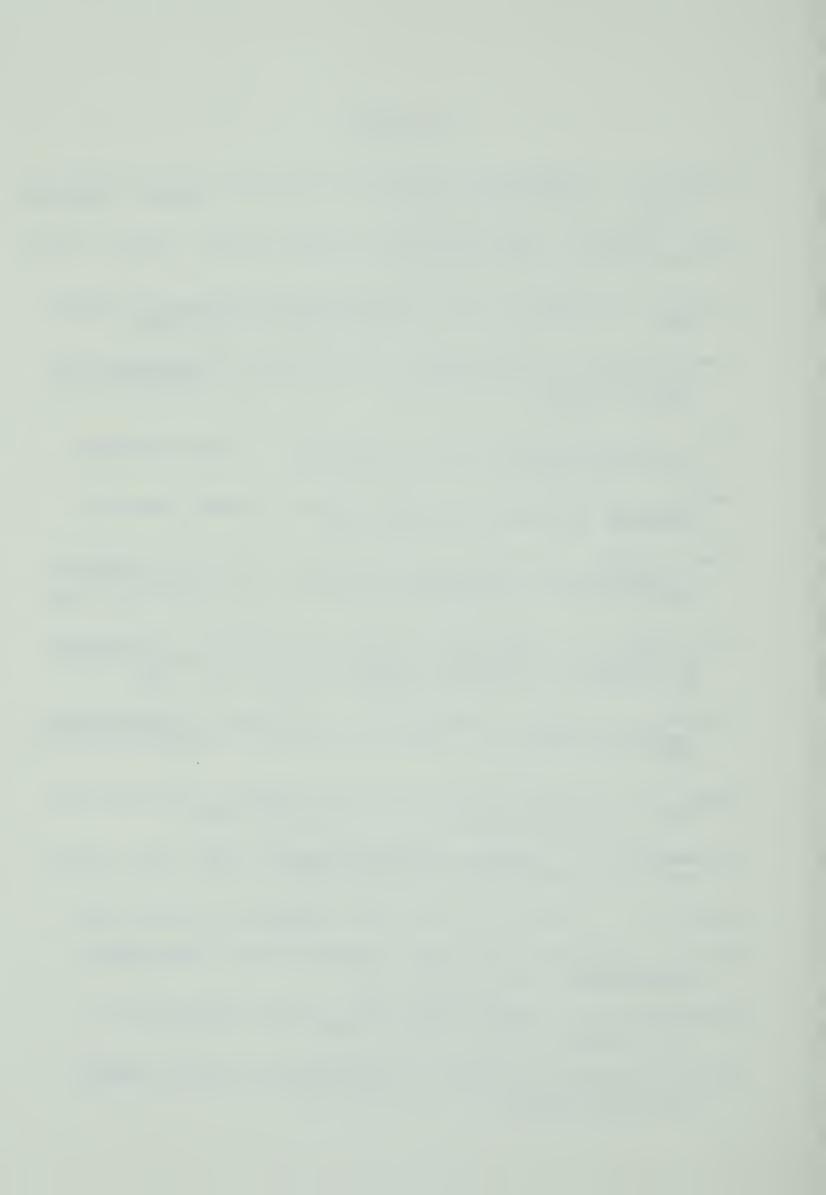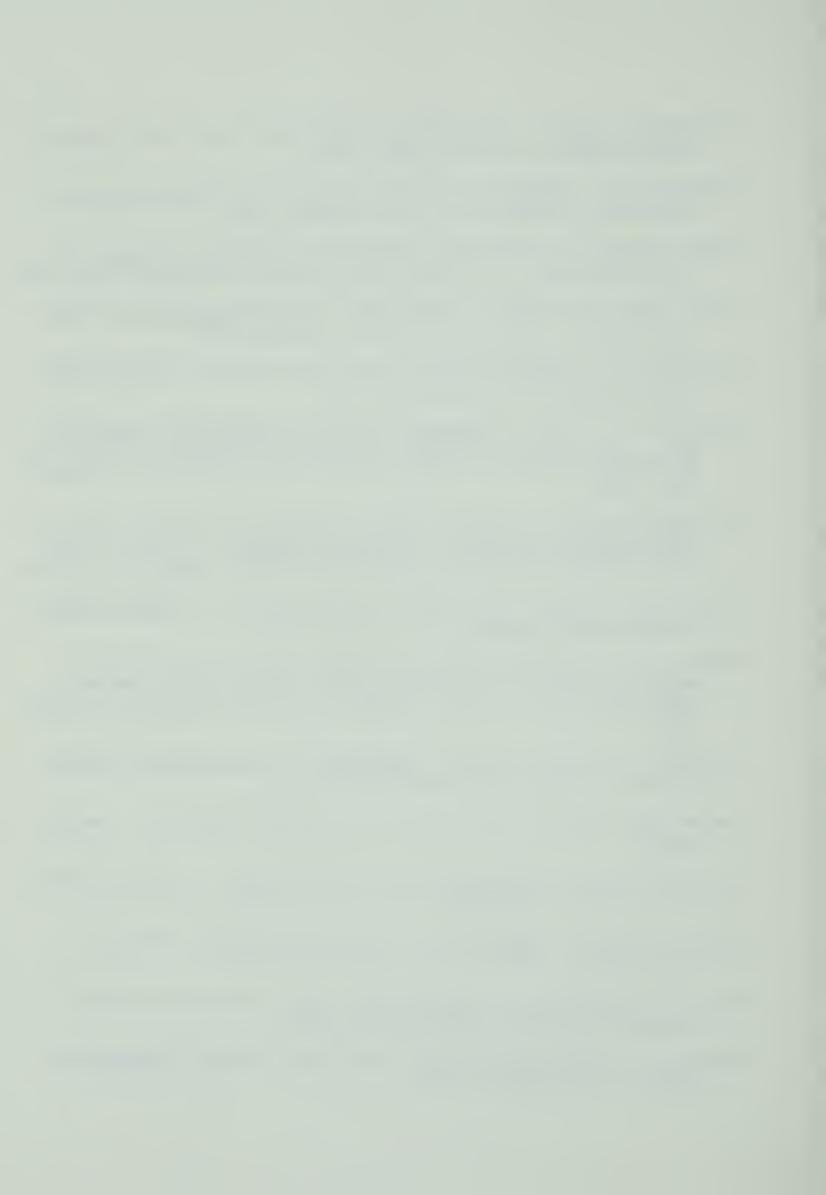
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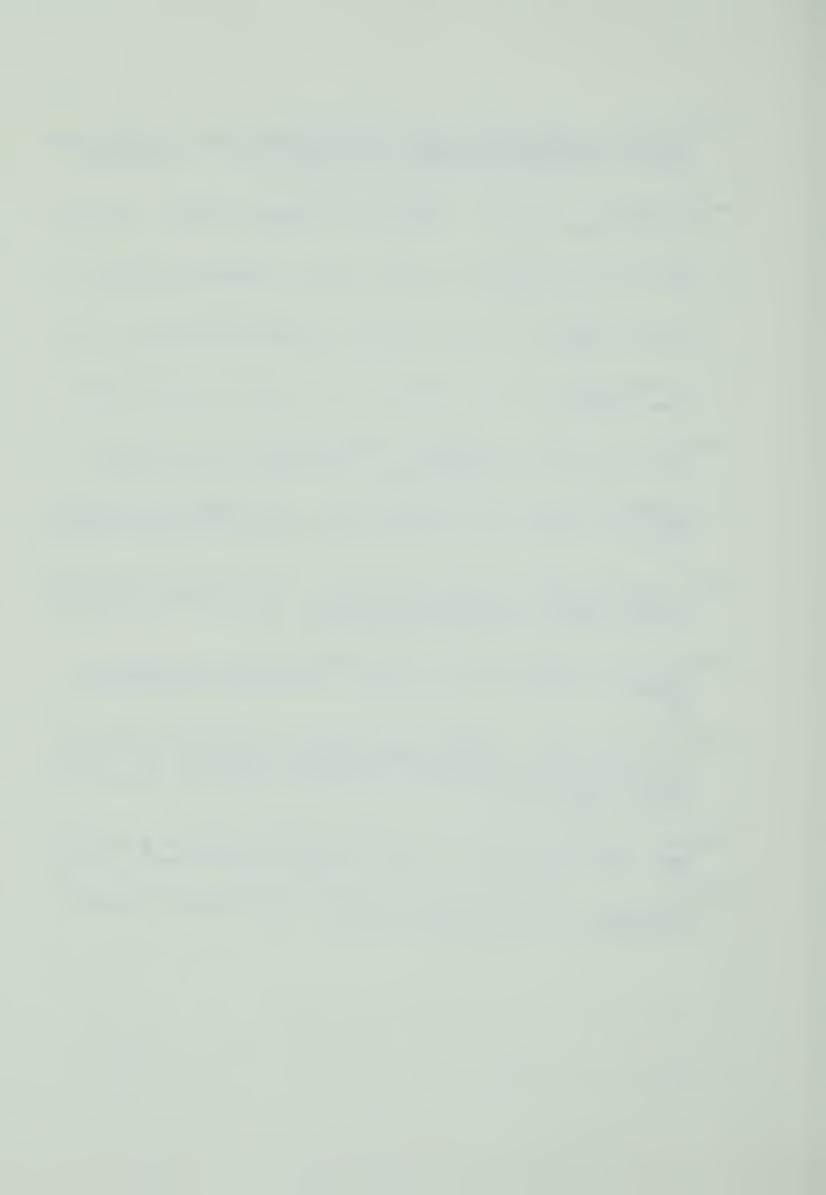Fatt, G. M., and J. F. McGivney. "Vocational School Pupil," Toronto Educational Quarterly, 6:7-9, Summer, 1967.

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A P P E N D I X   A

QUESTIONNAIRE

General Services Building,
Department of Educational
                    Administration,
University of Alberta,
Edmonton, Alberta.

        It has been some time now since you graduated from the
Pre-Employment Program. The University of Alberta and the
Edmonton Public School System are co-operating in assessing the
program in order to make improvements so that students, like
yourself, will receive increasing benefits from it. To help us
do this, a few minutes of your time are urgently needed and will
be greatly appreciated.

        We ask you to complete the enclosed questionnaire and
return it in the addressed, stamped envelope.

        All the information you give will be held in strict
confidence and no reference will be made to individuals.

        If you can, please fill in the questionnaire now and
mail it today.

        Thank you very much for your co-operation.
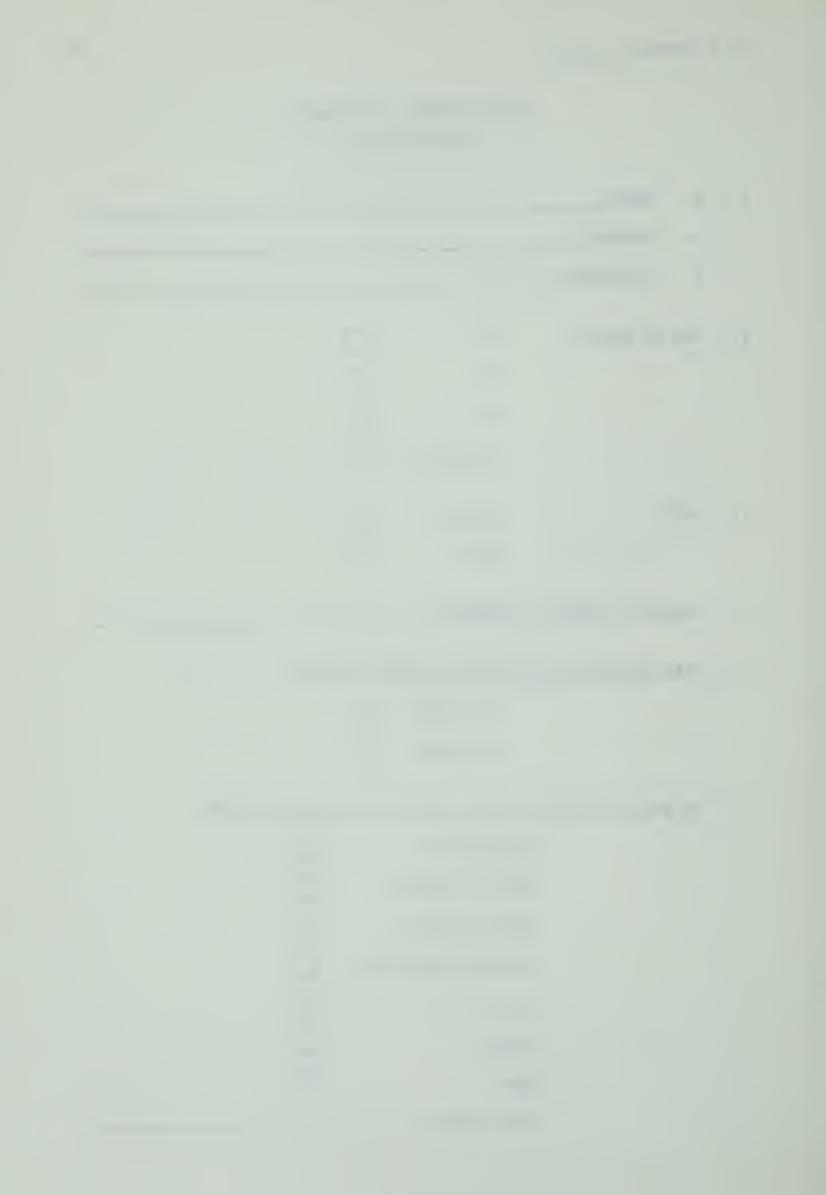
PRE-EMPLOYMENT   FOLLOW-UP

QUESTIONNAIRE

INSTRUCTIONS:

    1.   Read each question carefully.

    2.   Fill in the blank spaces as well as you can.

    3.   Place a check (√) in the square that best
        answers the question.
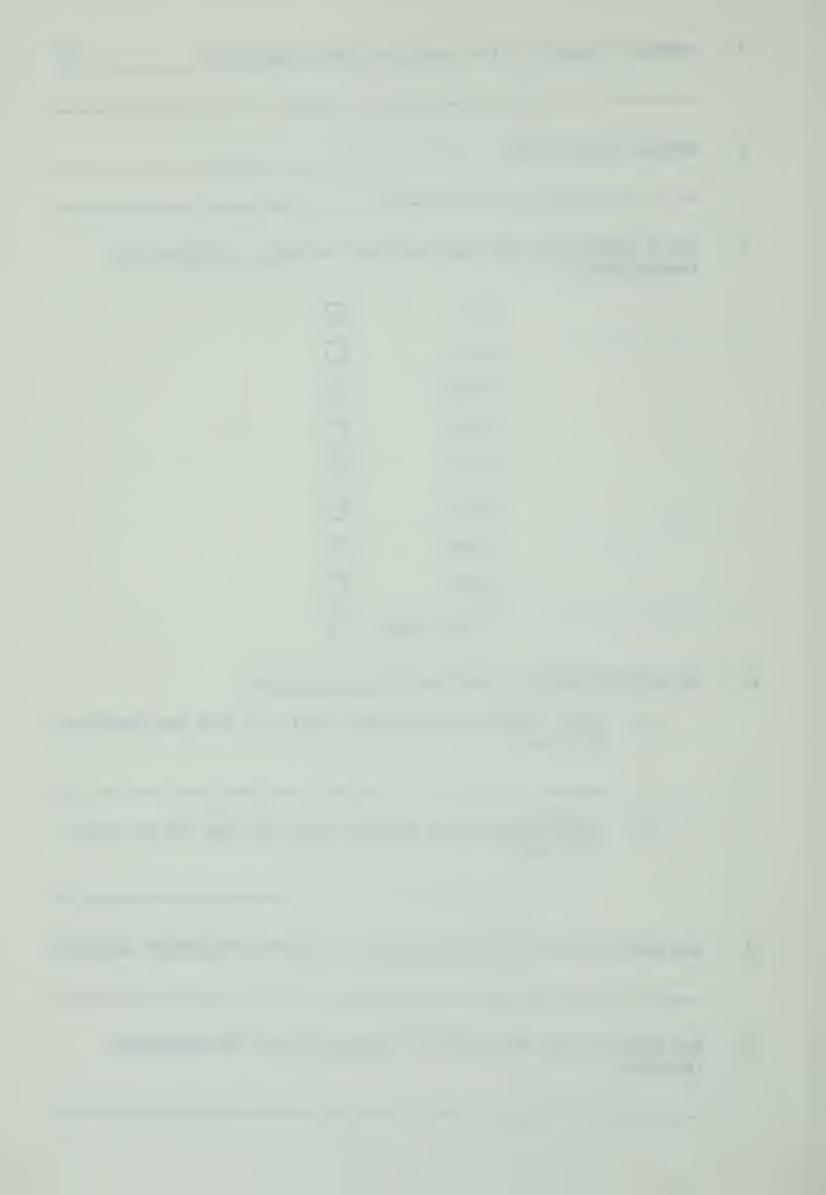
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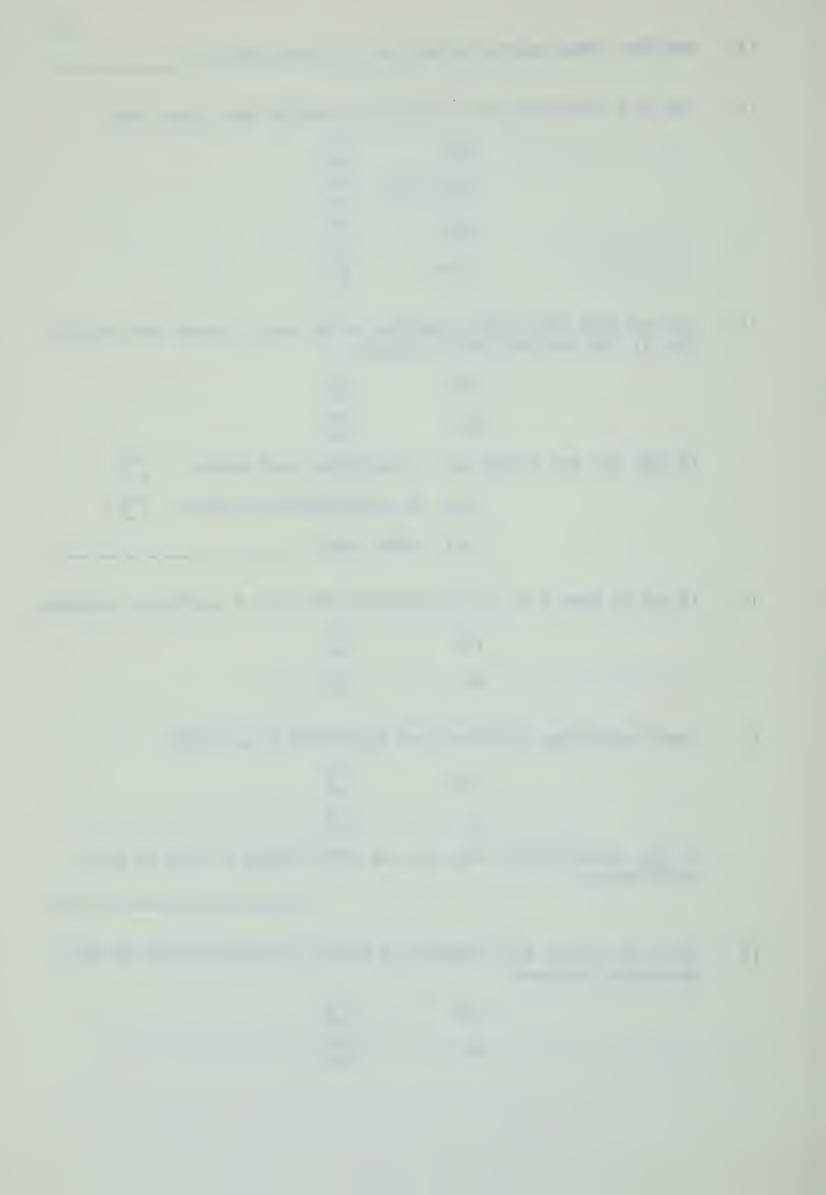PRE-EMPLOYMENT FOLLOW-UP

QUESTIONNAIRE

1.   a.   NAME _____

     b.   ADDRESS _____

     c.   TELEPHONE _____

2.   AGE IN YEARS: 17   ☐

                            18   ☐

                            19   ☐

                            20 or over ☐

3.   SEX: FEMALE   ☐

                            MALE   ☐

4.   FATHER'S PRESENT OCCUPATION: _____

5.   YEAR GRADUATED FROM PRE-EMPLOYMENT PROGRAM:

                       JUNE 1967   ☐

                       JUNE 1968   ☐

6.   IN WHAT VOCATIONAL AREA DID YOU SPECIALIZE OR MAJOR?

                    AUTOMOTIVES   ☐

                    ARTS AND CRAFTS   ☐

                    BEAUTY CULTURE   ☐

                    BUSINESS EDUCATION   ☐

                    FOODS   ☐

                    METALS   ☐

                    WOOD   ☐

                    OTHER (NAME) _____

7. COMPANY OR NAME OF FIRST EMPLOYER AFTER GRADUATION: _____

    _____

8. DUTIES IN FIRST JOB: _____

    _____

9. SINCE GRADUATION, HOW MANY JOBS HAVE YOU HELD, INCLUDING THE
    PRESENT ONE?

    ONE   ☐

    TWO   ☐

    THREE   ☐

    FOUR   ☐

    FIVE   ☐

    SIX   ☐

    SEVEN   ☐

    EIGHT   ☐

    NINE OR MORE ☐

10. IF YOU HELD MORE THAN ONE JOB SINCE GRADUATION,

    a. ABOUT WHAT WAS THE SHORTEST PERIOD OF TIME YOU HAVE BEEN
        ON A JOB?

        _____

    b. ABOUT WHAT WAS THE LONGEST PERIOD OF TIME YOU HAVE BEEN
        ON A JOB?

        _____

11. HOW MANY OF YOUR JOBS WERE RELATED TO YOUR PRE-EMPLOYMENT TRAINING?

    _____

12. HOW MANY OF YOUR JOBS WERE NOT RELATED TO YOUR PRE-EMPLOYMENT
    TRAINING?

    _____

13. HOW LONG AFTER GRADUATION DID YOU GET YOUR FIRST JOB? _____

14. HOW MUCH DIFFICULTY DID YOU HAVE IN LOCATING YOUR FIRST JOB?

NONE ☐

VERY LITTLE ☐

SOME ☐

A LOT ☐

15. DID YOU TAKE ANY FURTHER TRAINING IN THE AREA IN WHICH YOU SPECIAL-
IZED IN THE PRE-EMPLOYMENT PROGRAM?

YES ☐

NO ☐

IF YES, DID YOU ATTEND (a) A VOCATIONAL HIGH SCHOOL ☐

(b) AN APPRENTICESHIP PROGRAM ☐

(c) OTHER (NAME) _____

16. IN ANY OF YOUR JOBS, DID YOU RECEIVE ANY KIND OF ON-THE-JOB TRAINING?

YES ☐

NO ☐

17. SINCE GRADUATION, HAVE YOU BEEN UNEMPLOYED AT ANY TIME?

YES ☐

NO ☐

IF YES, APPROXIMATELY WHAT WAS THE TOTAL LENGTH OF TIME OF YOUR
UNEMPLOYMENT?

_____

18. WOULD YOU LIKELY HAVE REMAINED IN SCHOOL IF THERE HAD BEEN NO PRE-
EMPLOYMENT PROGRAM?

YES ☐

NO ☐

A P P E N D I X   B

FOLLOW-UP LETTER

General Services Building,
Department of Educational Administration,
University of Alberta,
Edmonton, Alberta.

I hope you have received our letter and the enclosed question-
naire which was mailed to you about two weeks ago.

Because of the difficulty of locating former students, we would
appreciate it if you would return the questionnaire as soon as possible
so that we know whether you have been reached.

Please be reassured that the information will not be associated
with your name in any way.

If you have mailed the questionnaire already, please accept our
thanks and ignore this letter.